SADC Staff Perceptions Survey: 2011 Report

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The Division of Student Affairs strives to cultivate an environment that embraces and promotes the broad scope of diversity as it applies to the work perform in the Division. Previous qualitative research exploring the needs of department directors within the context of diversity suggests a strong desire for further education, training, and communication on this subject. Similarly, a recent climate survey administered to the Division also recommends consistent and intentional opportunities to develop staff competency in this area. The manner in which Divisional leaders conceptualize diversity is likely to influence program planning and delivery, resource allocation, staff evaluations, staff retention and recruitment, and departmental accountability. Given this great influence, there is a lack of data available to indicate the level of awareness already present around issues of diversity and social justice by the organization as a whole.

This assessment project will measure the level of awareness Student Affairs staff and professionals possess regarding social justice education and diversity sensibilities in their work within the Division. Without this prior assessment, creating trainings, curriculum and other colloquia promoting diversity will not be as effective or responsive to the needs of the Division. The level of awareness present (or not present) about this particular topic will determine the types of interventions needed to further cultivate an inclusive environment in the Division, and consequently ensure serving the entire student body equitably.

Assessment Goal and Key Outcomes

The goal of this assessment is to provide the Student Affairs Diversity Council, and the Student Affairs Division with baseline data necessary to advance the collective knowledge of its staff in terms of diversity, inclusion, and social justice thought and sensibilities.

Key Outcomes of the Assessment Project

The following points are some of the expected results of this assessment project:

- An initial diversity performance indicator for the Division as a whole

- Development of trainings and specific interventions to advance a culture of inclusion and equity within the Division

- An overview on how various departments and staff perceive diversity programming, services, initiatives, and approaches

- An overview on how various departments and staff implement diversity competencies and sensibilities in their work

- An evaluation of the Division's awareness regarding concepts of diversity, inclusion, and social justice

- A method through which departmental leadership can assess staff's competency around diversity within their respective departments and develop individualized trainings

Scope of Work

Through collection and analysis of the data, the Student Affairs Diversity Council can create more intentional trainings and development opportunities related to diversity for the entire staff. The data collected can provide Council leadership with information to make holistic, ongoing, and intentional diversity trainings and seminars. As the consultant in this assessment project, I have performed the following:

- Developed the instrument in collaboration with SADC leadership for data collection

- Provided an analysis of the assessment data

- Created a report that includes:

    o Commendations and recommendations for staff trainings and development.

  o   Strategies to prioritize interventions and trainings

- In collaboration with SADC leadership, created a plan for ongoing and consistent assessment of trainings and other diversity colloquia to improve organizational climate

Organizational Context

This assessment project is in alignment with several divisional and institutional mandates that seek to: a) enhance the climate for diverse students, staff, and faculty; b) promote, recruit, and retain diverse students, staff, and faculty; and c) enhance the knowledge and services around diversity for staff.

The Student Affairs Division's Strategic Objectives provide an initial context for the creation of this assessment project. Objectives two and three of the strategic plan and their goals strive to:

2. Provide education that ensures all staff is properly trained to provide professional and competent service.

   a. Establish a Student Affairs training curriculum, across all levels of staff, utilizing a variety of delivery methods (e.g. customer service, student development, diversity, cultural and professional competencies).

3. Promote diversity on campus through effective programming and active recruitment of staff and students.

   a. Develop programs and services to promote the value that a diverse population has on the overall educational and campus life experience.

   b. Develop programs and services aimed to educate the University community about the experiences and challenges faced by underrepresented populations through greater collaboration with Academic Affairs and other divisions.

      c. Increase the resources available for underrepresented students (e.g. scholarships, grants and jobs).

These two objectives, and their respective goals and actions help contextualize this assessment project. Collecting baseline data about the level of awareness present in regards to diversity by its staff can provide leadership with evidence about how the division conceptualizes diversity. Consequently this data will also be integral in the creation of training curriculum, goals, and performance indicators regarding diversity competencies. In turn, the creation of a comprehensive diversity training plan will help promote diversity on campus in alignment with strategic objective number three. By default, having more culturally competent staff will also increase the resources available to underrepresented students, as it will facilitate the formation of meaningful relationships, and connections for these students.

The mission of the Student Affairs Diversity Council also aligns with both the Divisional strategic plan, and also further frames the need for data about the collective state of the Division in terms of diversity awareness and integration. The mission states:

- "The Student Affairs Diversity Council (SADC) strives to cultivate an environment that embraces and promotes the broad scope of diversity within the division"

Having information about its staff's conception of diversity and cultural competency will help guide the work of the SADC, and the interventions, trainings, and programming it offers to Divisional leaders.

Organizational Consultations

The main consultation framework utilized for this project was informed by Dougherty's (1999) model of process consultation. Under this model, both the consultant and consultee share equal responsibility in defining the problem and creating possible solutions. Meetings were

arranged between the current chairs of the Students Affairs Diversity Council and the consulting

body leading the assessment project. Although frequent meeting occurred between the

consultant, and the consultees, proper and detailed feedback was gathered at two critical points in

the process of this assessment. First, at the beginning of the semester to discuss the initial goals

and objectives of this assessment project; and secondly, while developing the instrument to

collect data. In addition to these two meetings, a third point of contact is to take place with the

consultees to discuss the data collected and implications for practice. Beyond the feedback

provided by the SADC chairs, the course professor also provided proper guidance and

constructive criticism that ultimately helped shaped the instrument as well as the assessment

plan.

Assessment Plan

The assessment plan follows a four-part cycle that aims to position this project within the

larger framework of the Deming Cycle. This four-part cycle includes, the development of

objectives and goals to drive the assessment project, followed by collection of data, then review,

and finally implementation of recommendations. In order to best collect the data the SADC

leadership needs, the assessment project has been situated within the broader organizational

literature around multicultural competency, and takes into consideration previously collected

data as a way to provide meaningful and unique results for the Division.

As services and goals across the Division seek to increase the collective knowledge of

their staff in terms of diversity and social justice, this assessment will serve as a pilot project that

could be reshaped and re-administered to promote ongoing evaluation and benchmarks around

these topics. This pilot assessment project is scheduled to take place over the spring semester

and its results and implications analyzed and distributed to the SADC committee during the

summer in order to influence (as much as possible) the programming and services offered for the 2011-2012 academic year. Finally, the goals of this assessment were influenced and guided by larger bodies of literature that framed the creation of the instrument and the lens through which data would be analyzed. The following is a brief review of these works, as well as summaries of the major findings from previous collected data.

Previous Research

NASPA Diversity Consortium Data.

The data analyzed by the Action Coalition from the NASPA Diversity Consortium revealed several trends about the Division of Student Affairs. This survey was conducted to a random sample (n=571) of undergraduate students from the University Utah during the spring semester of 2009. Some of the major discoveries made by the Action Coalition include the following:

- Students of color and LGBT students report higher levels of discrimination on campus

- Appearance/physical characteristics, ethnicity, religious beliefs, and race were the most endorsed reasons for students experiencing discrimination

- Administrator/staff and faculty were the number two and number three most popular sources of discrimination experienced by students

- There is a disconnect between wanting to report harassment and knowing where to report it

MBA Diversity Report Recommendations.

The report provided to the Student Affairs Division, developed by an MBA group of students concern about the recruitment and retention practices of departments, provided baseline data that steered the planning of this assessment project. This survey was administered to all

Student Affairs employees (exempt and non-exempt staff) last fall semester 2010. There were a total of 158 total respondents. Some of the major discoveries made by the MBA group included the following:

- Mandatory diversity trainings for staff should be implemented

- The environment of Student Affairs can be enhanced by making diversity a Divisional priority

- Race, religion and politics are the three areas of discomfort for staff.

Bodies of Literature

  Multicultural Competence in Student Affairs.

  Pope, Reynolds, and Mueller's (2004) work on the development of multicultural organizations set the standard for training and competency in this field, especially within the Student Affairs profession. The authors produced guidelines for universities to follow, which serve to infuse and assess their respective campus climates in regards to diversity and social justice. In order for organizations to become multicultural and inclusive, Pope et al. (2004) identified five key areas that make up a multicultural organization. Each of these areas is influenced by individual actions, believes, and philosophies. Because of this, with proper education, training and staff development, these areas can also be subjected to change and evolve overtime. If multiculturalism is to flourish on college campuses, organizations must be cognizant of the following five key areas: a) leadership; b) planning; c) resource allocation; d) accountability; and e) recruitment and retention of diverse population.

  Within any organization, its leadership body many times provides a unit with guidance, while setting expectations, priorities, and meaning to the work of employees (Pope et al., 2004). Similarly, the role of leaders in the promotion of multiculturalism is critical to organizations.

Social change needs to be supported and fostered by leadership at all levels of an organization in order to increase its effect. Furthermore, the authors agree that integrating elements of diversity in every level of program and academic planning, as well as allocating resources, and providing rewards and incentives for staff who engage in diversity work can influence actions in support of a multicultural and equitable organization. Finally, organizations must be held accountable for creating inclusive campus climates where diversity and critical thinking are thought of as norm, and where each individual is conscious of the population they serve.

Because of the complexity of organizations, Pope at al. (2004) contend that it is common for organizations to be in a state of flu, moving from and between a pre-awareness stage, through an awareness, transition, intentional, and/or inclusive stage. Each of these stages is characterized by unique behaviors and beliefs. For example in the pre awareness stage, organizations are unaware of diverse groups or bias, and homogeneity is the norm. As organizations become aware, individuals begin to understand how bias can impact the experience of diverse individuals. In the transition stage, organizational cultures that focus on diversity begin to emerge and their commitment is reflected through funding and leadership changes. The last two stages of multicultural organizations focus on embracing, accepting, and articulating the importance of why diversity is integral to the success of an institution. When institutions achieve a culture of inclusion, diversity is naturally woven into decision-making, resource allocation, and social interactions.

NASPA/ACPA Competencies in Student Affairs.

A combined effort by NASPA and ACPA, the Competencies in Student Affairs Guidebook (2011) utilizes scholarly research, backed by practical and experiential underpinnings to clearly list a set of competencies that student affairs professionals should possess in regards to

diversity, equity, and inclusion. The competencies are listed in a hierarchal order, from basic to advance. Each competency set lists unique skills, traits, sensibilities, and education that guide practitioners' development through this area. To a certain degree the competencies listed in this guidebook, overlap with the five major categories that Pope et al. (2004) outlined in their book. Each skill or knowledge base listed in this area helped frame survey questions, and levels of measurement. A complete listing of the competencies around equity, diversity, and inclusion can be found in Appendix A at the end of this paper.

Assessment Instrument

Given the scope of the project and its overarching goals, it was determined through consultation that the best instrument for this assessment would be a survey. The survey utilized to collect data is made up of 39 quantifiable questions. The instrument employs an interval point scale to ask participants a series of questions designed to determine the competency of the Student Affairs Division in regards to the main areas of multiculturalism outlined in the assessment plan. Although the instrument's validity is predominantly face value, to ensure accuracy, elements of a forwards and back validity where also incorporated. In other words, questions were asked in two different manners. In order for participants to be congruent in their responses, staff would have to agree in some responses, and disagree on others. This was created as a measure to improve reliability, as it would stimulate respondents to read the questions and mark appropriate answers.

Finally, as previously mentioned, the instrument itself underwent various revisions, and analysis to ensure proper length and accuracy. The instrument was sent out to all employees of the Division, including part-time and student employees, on April 7th, 2011. A second reminder was sent four days later to staff, approximately on April 11th, 2011. After all the data was

collected, the response rate was calculated at 16%. This percentage provides SADC with a meaningful sample of the Division, and affords the necessary power to test different hypothesis, and inferences. The total number of staff who participated in the assessment is 117, with 104 completing the entire survey. A complete copy of the instrument with its unfiltered results can be found in Appendix B of this report.

<div align="center">**Key Results or Findings**</div>

Utilizing the analytical lens gathered from previously reviewed literature as well as past assessment evidence, the results and key findings discovered in this survey are framed within the scope of the five broad areas critical to the creation of an inclusive organization (Pope et al., 2004). Because previous research has extensively focused on the recruitment and retention of diverse staff, and given that these areas overlap and influence one another, this assessment project is mainly concerned with four of the five areas, including: a) leadership; b) planning; c) resource allocation; and d) accountability. As a whole, the perception staff possess toward these four areas provide the Division of Student Affairs with insight as to the status of its staff in regards to their social justice and multicultural sensibilities in their everyday work. Whenever possible, special consideration is given to the perception that staff of color have toward these four areas. Although many comparisons can be made with different underserved populations, the consideration for staff of color stems from previous assessment findings and analyses that recommend further understanding of the experiences of staff of color within the Division of Students Affairs at the University of Utah (see: NASPA Diversity Consortium data or MBA Diversity Report). Because of the relative low number of staff of color participating in the survey, areas where their responses deviate from those of the entire staff are important trends, which warrant further investigation.

Leadership

The majority of Student Affairs employees perceive their departmental and Divisional leadership to be committed to the work of social justice and social change. The majority of respondents (70%) felt the Division's leadership values the work individual employees make to promote diversity, equity, and/or inclusionary practices within their departments. In addition, 73% of participants felt Student Affairs leadership also addresses and/or intervenes when acts of hatred or intolerance affect the University community. When asked about whether staff feel their leadership represents the values of a diverse constituency, 71% of all respondents felt they did. The strides Students Affairs leaders have done towards creating an inclusive culture have ripples influencing the overall climate of the Division. As observed by staff, approximately 78% of all participants felt inclusiveness, equity and diversity are part of the way Student Affairs functions:

Q33. Please indicate your level of agreement with the following statements regarding leadership: - Inclusiveness, equity, and diversity are assumed to be part of the way Student Affairs functions.
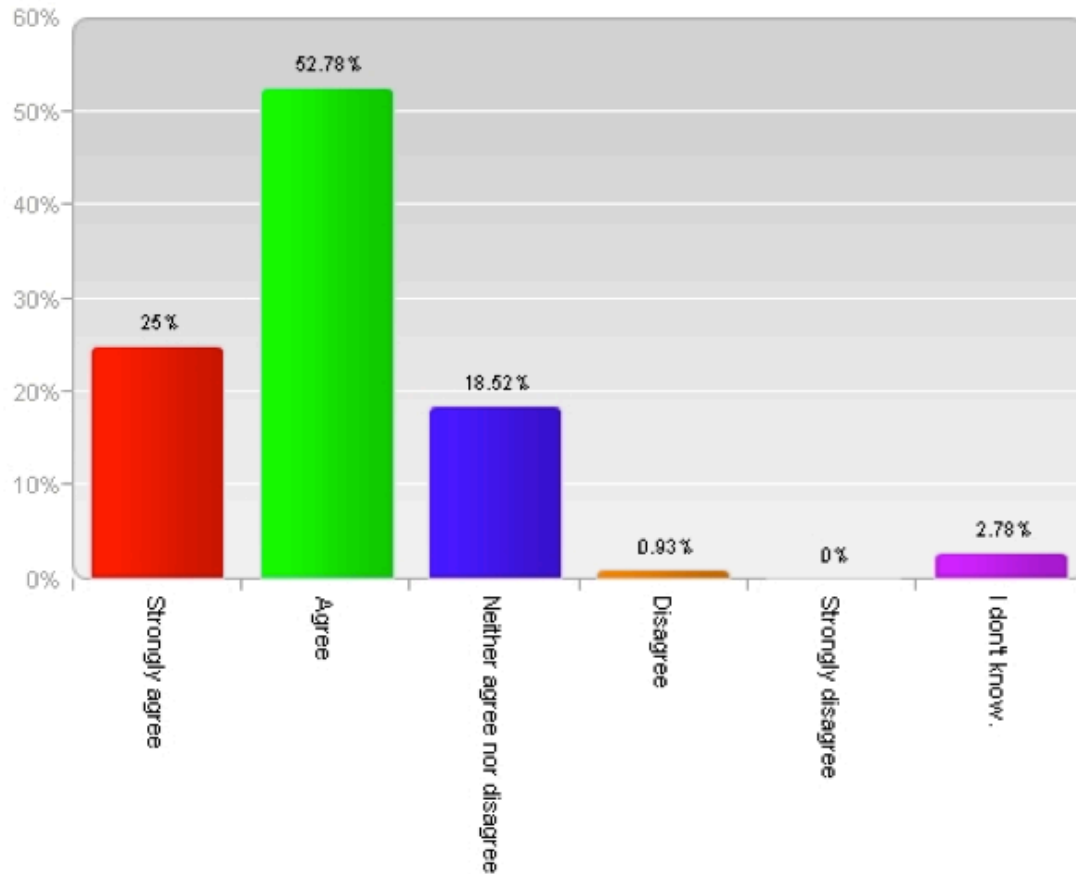

Planning

When probed about the manner in which departments and individuals incorporate diversity into their programmatic and organizational methodologies, staff still reported high levels of considerations but relative lower levels of thoroughness.

The majority of individuals surveyed (77%) feel diversity discussions help guide their work with students. Consequently, 75% of participants feel diversity elements are reflected in their department's guiding documents. Both of these high percentages may suggest great headways towards the integration of diversity planning into the fabric of the work of the Student Affairs Division. In fact, all in all, participants endorsed at much more frequent rates (80%) the Division's concern for diversity in their work with students:

Q20. Please indicate your level of agreement with the following statements regarding the Division:
- When working with students, the Division of Student Affairs does not consider diversity an important value.
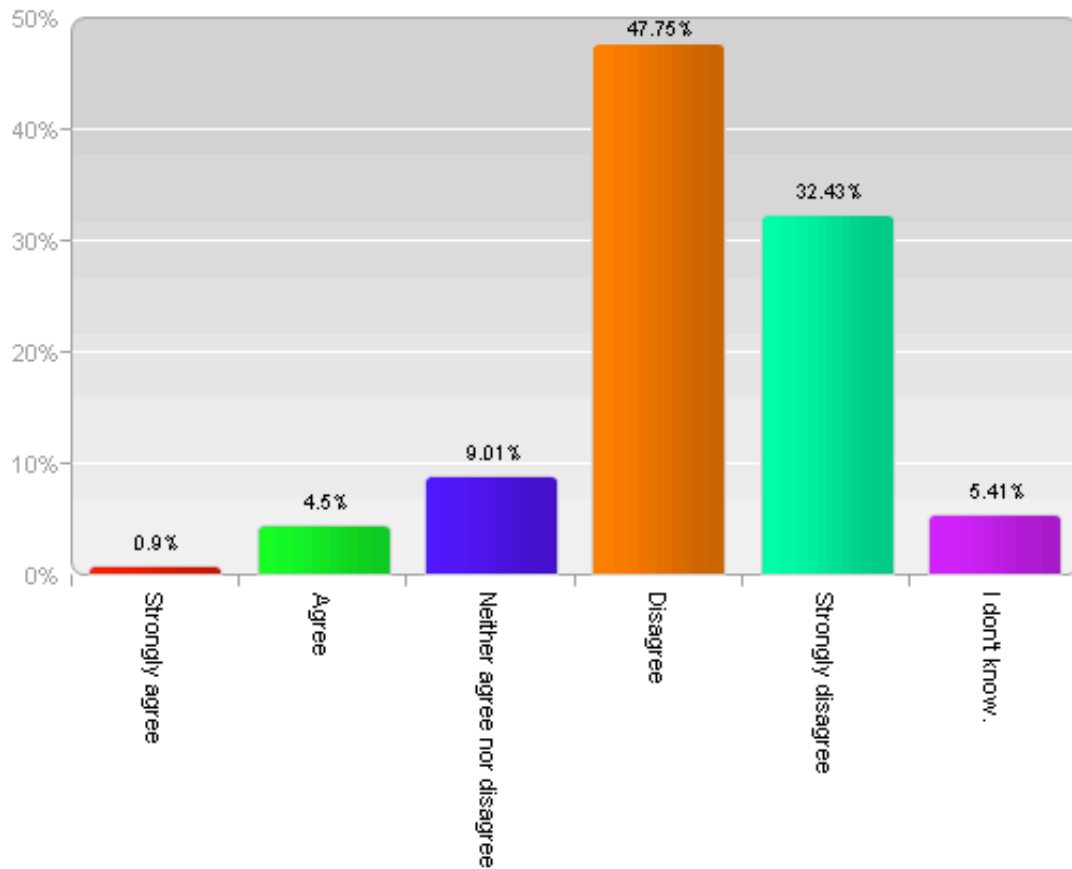
On the other hand, the data gathered suggests the level of depth present in discussions about diversity might still remain at a superficial level. For example, when asked if departmental discussions consciously include how diverse students may be affected by any institutional decision, program, or policy considered, only 65% of respondents perceived their departments as being conscious. Similarly, when asked if the Division fosters an institutional culture where issues of power and privilege are addressed, only 52% of respondents agreed. Concerning as well was the relative low numbers of people (49%) who feel diversity elements are NOT added into their department's planning documents as an afterthought. Given the focus of the Division

on integrating diversity into the work of student affairs professionals, this question should reflect

a much higher level of disagreement:

Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, diversity elements are added into planning documents as an aftertho
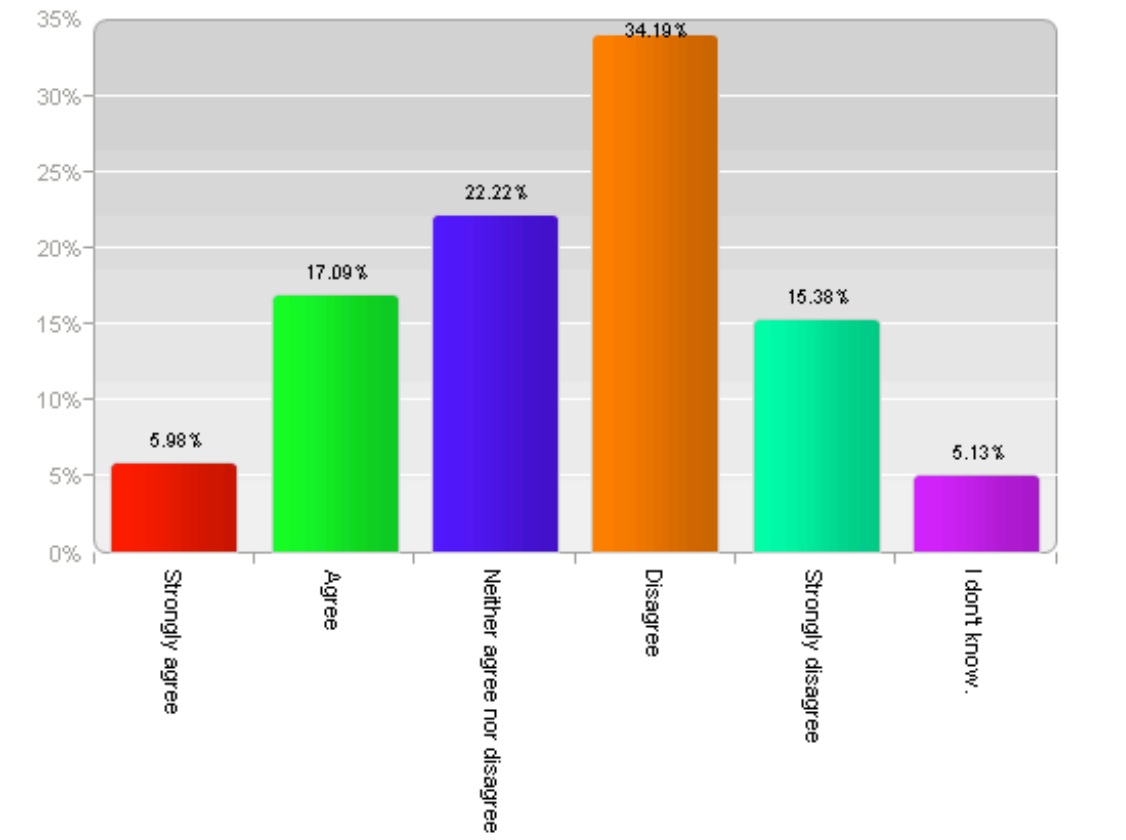
The level of disagreement for staff of color is much lower as well, and in fact the majority of

respondents perceive that diversity elements are added into their departments' guiding

documents as an afterthought (n=8 out of 20, or 40%):

Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, diversity elements are added into planning documents as an aftertho
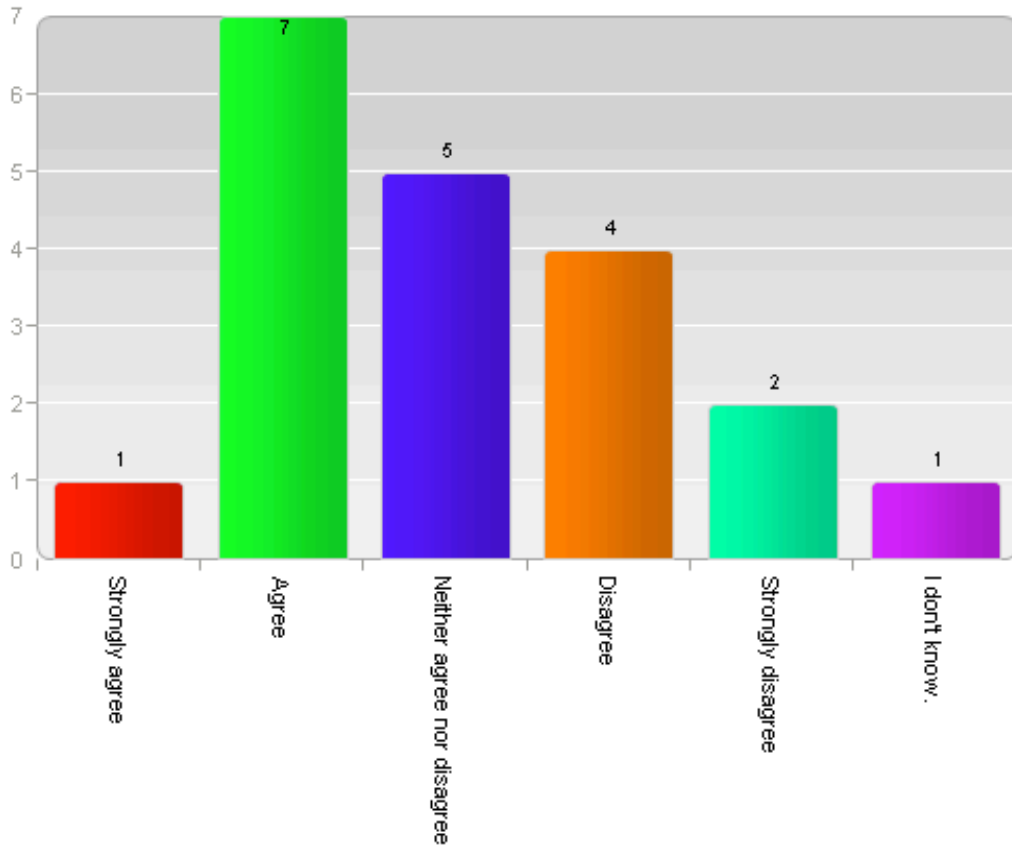
Likewise, when asked about the addition of diversity sensibilities into departmental program planning, only 66% of the total respondents viewed it as integrated into their daily departmental functions.

Q6. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity is integrated in most aspects of the program planning process in my department, and not viewed as a special or a one-shot program.
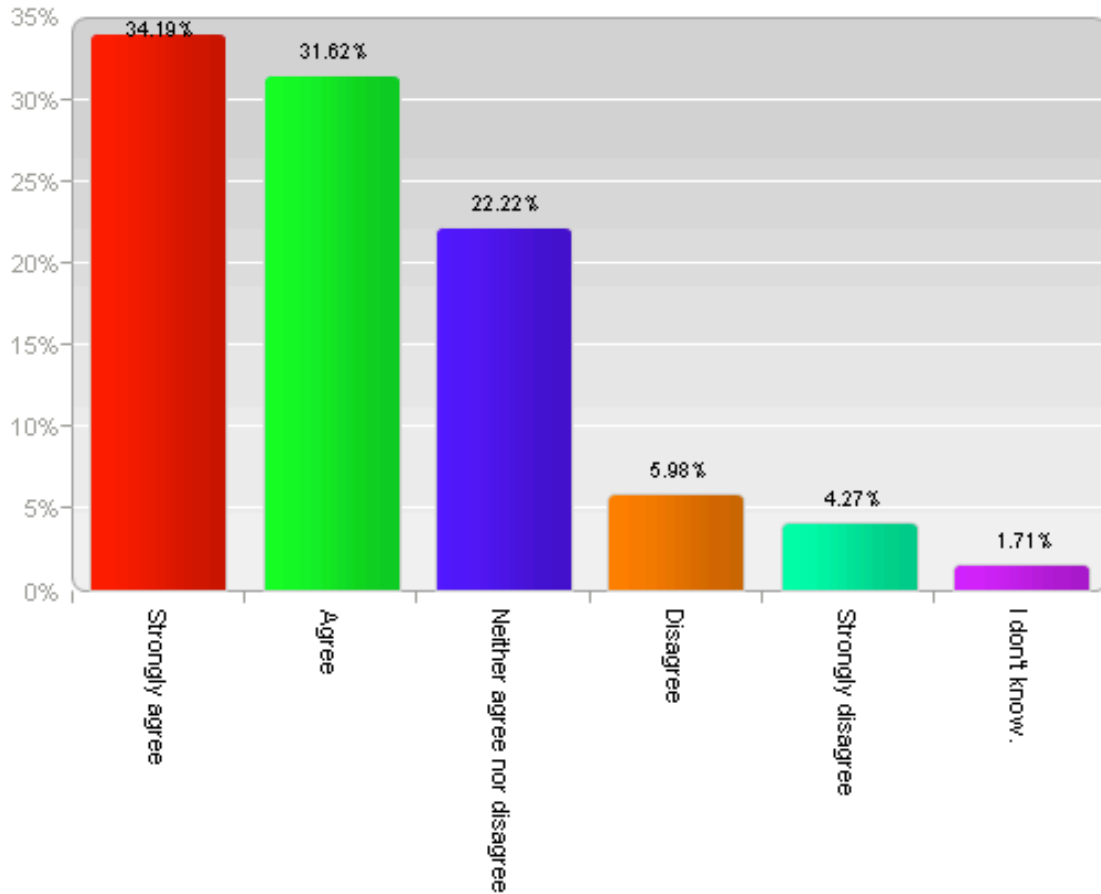
Another point of concern revolves around the use of assessment tools and evidence to promote diversity goals and programming. According to the data collected, only 43% of respondents feel their department uses assessment evidence to further develop a culture of inclusion in their work. This concern worsens at the divisional level. When asked about the use of assessment data to guide divisional change efforts, only 38% of respondents feel the division indeed uses this information.

Q29. Please indicate your level of agreement with the following statements regarding the Division:
- Within the Division, assessment studies and data about diversity guide departmental and
divisional change efforts.
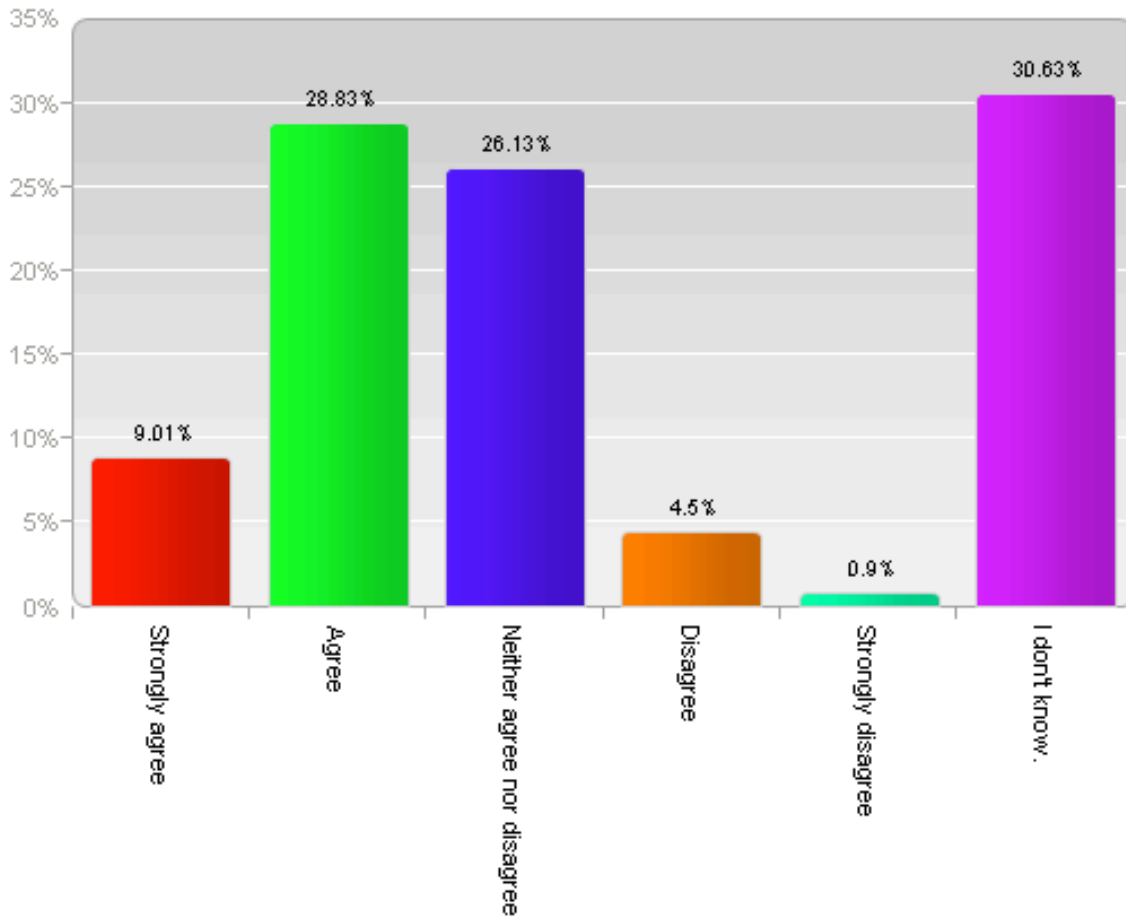
Resource Allocation

As a whole, there seems to be some incongruencies from staff about the resources and

opportunities available for social justice and diversity work.

In general, the majority of staff (76%) believe their departments have programs to help

foster the success of diverse students. Yet, only 66% of staff perceive diversity programming to

be rewarded and valuable to their department.   In a similar fashion, only 69% of staff believe

their departments value and acknowledge diversity-related initiatives or programs. Concerning

is also the fact that only 43% of staff believe that their individual departmental performance

evaluations include some sort of recognition for diversity-related efforts. Hence, departmental or

individual led initiatives that seek to promote diversity within Student Affairs may struggle to be

sustained due to a diminish perception of value by the larger population, but more so by a lack of

incentive from departments.

At the Divisional level, there exist greater ambiguity about the resources available for

individuals to engage in diversity and social justice work. On average only 51% of the total

respondents felt the Division has resources designed to promote social justice sensibilities among

its staff. This percentage is derived from two questions (the first question requires the scale to be

reversed):

Please indicate your level of agreement with the following statements regarding the Division:
/ resources are available in the Division of Student Affairs for diversity initiatives, services, or programr
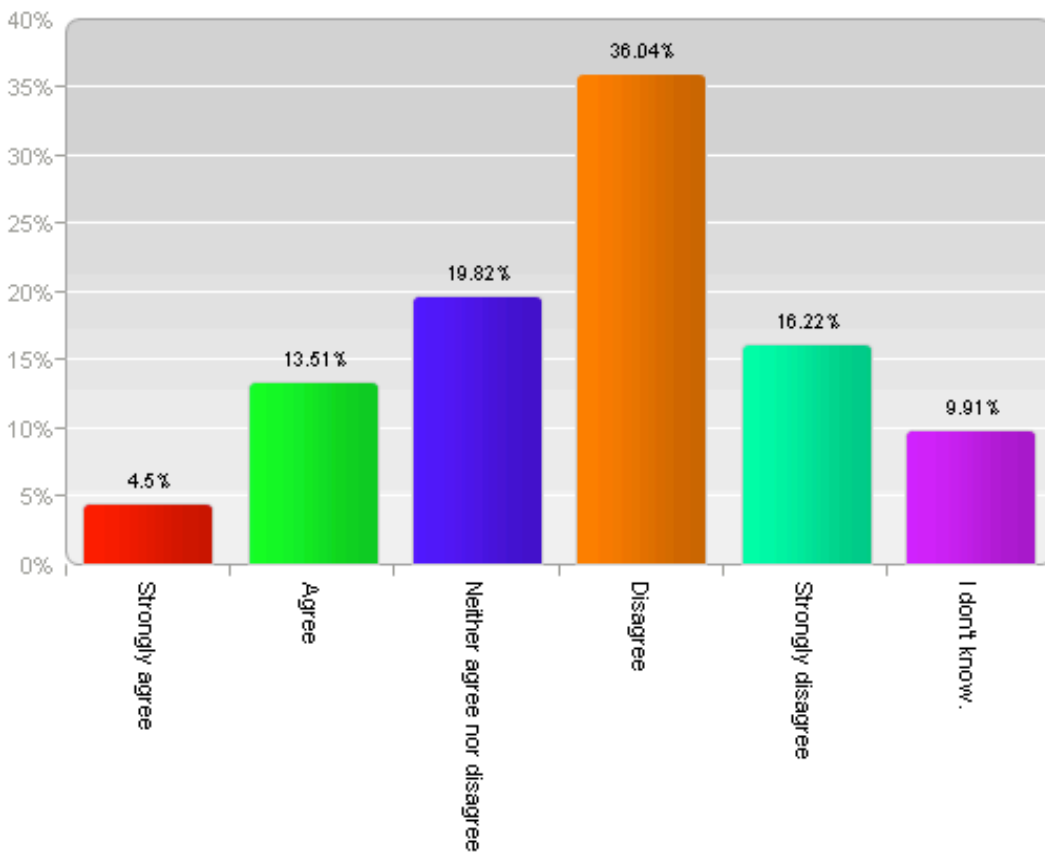
Q27. Please indicate your level of agreement with the following statements regarding the Division:
- Resources are allocated to increase the knowledge of diversity, equity, and inclusion in the Division.
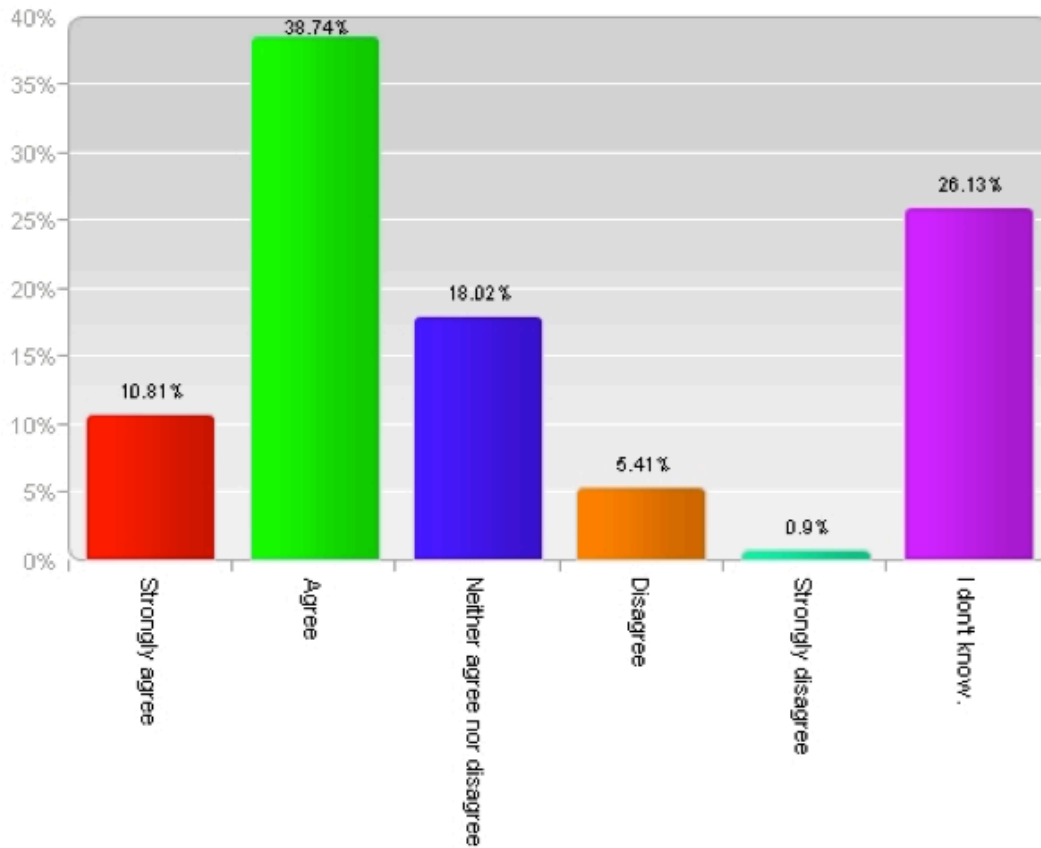
Accountability

Overall, the data gathered in this section reflects a competent staff in respects to

multiculturalism and social justice praxis. Through out the survey, participants most frequently

endorsed answers that positively reflected their individual competency in multicultural areas and

when working with diverse population. Similar trends in the data were found with questions that

sought to gauge the perception staff have towards their department's multicultural and social

justice competency. For example, the majority of staff (82%) in the Division feel the services

and program of their respective departments do in fact reach an ethnically and racially diverse

mass of students. Furthermore, the value of a diverse student body is believed to be understood

by most departments, with approximately 82% of staff stating that their departments do placed

some type of value on diversity. Consequently, 78% of staff state that the Division as a whole

communicates the importance of diversity in their work.

Like in previous sections, the information gathered in this area portrays the Division and

individual Student Affairs departments with a high regard for the concept of diversity in their

work. Yet, when asked about the actual practices, trends, and micro cultures of their

departments, there seems to be a lack of congruence between the regard held for diversity and

the actual practices that constitute a diverse and multicultural environment. Given prior findings,

it was expected that participants would disagree in higher frequencies with the following three

statements:

Q10. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity in my department is represented by counting heads, and not as an integral value-added component of our work.
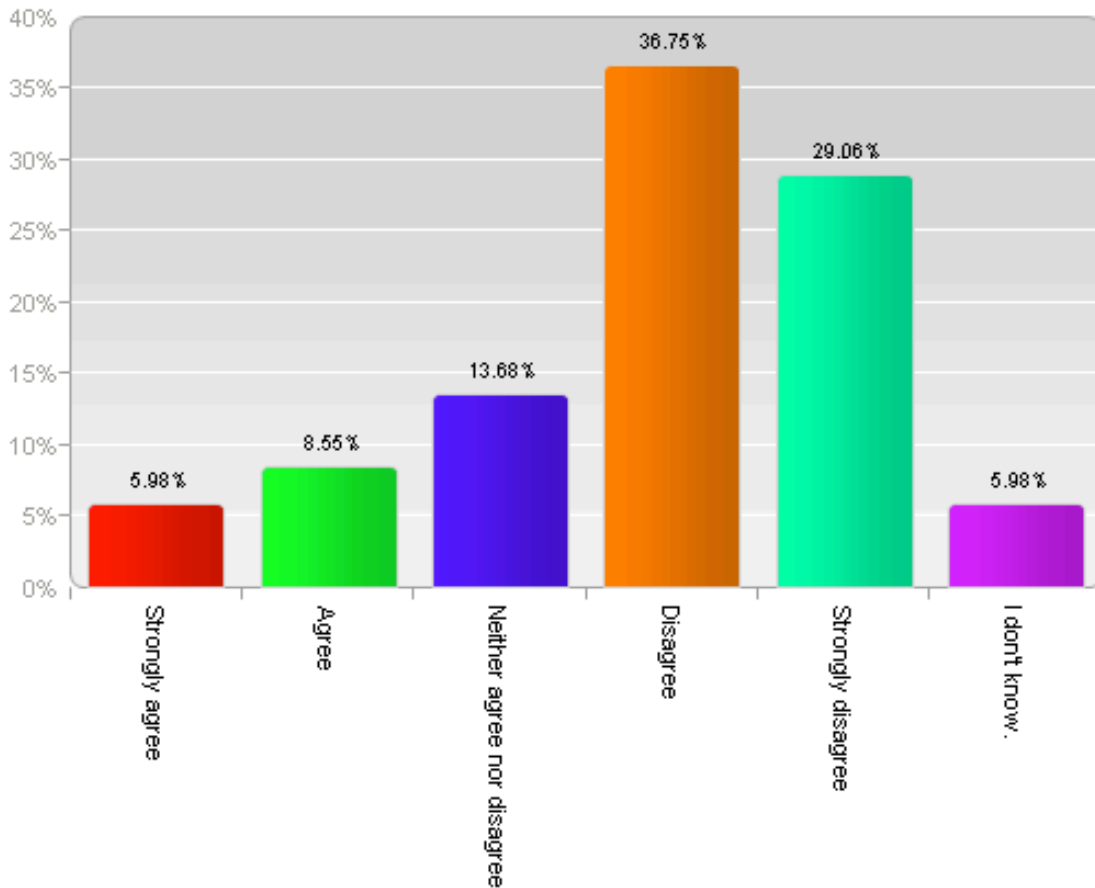
By reversing the scales, it can be determined that only 66% of respondents believe that diversity is represented as an integral value-added component of their work. When probed about who is responsible for diversity work within departments, the answers of staff reflected a much more wide spread, with only 54% of staff affirming that everyone is accountable for promoting diversity.

Q16. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity issues are the responsibility of specific members of my department.
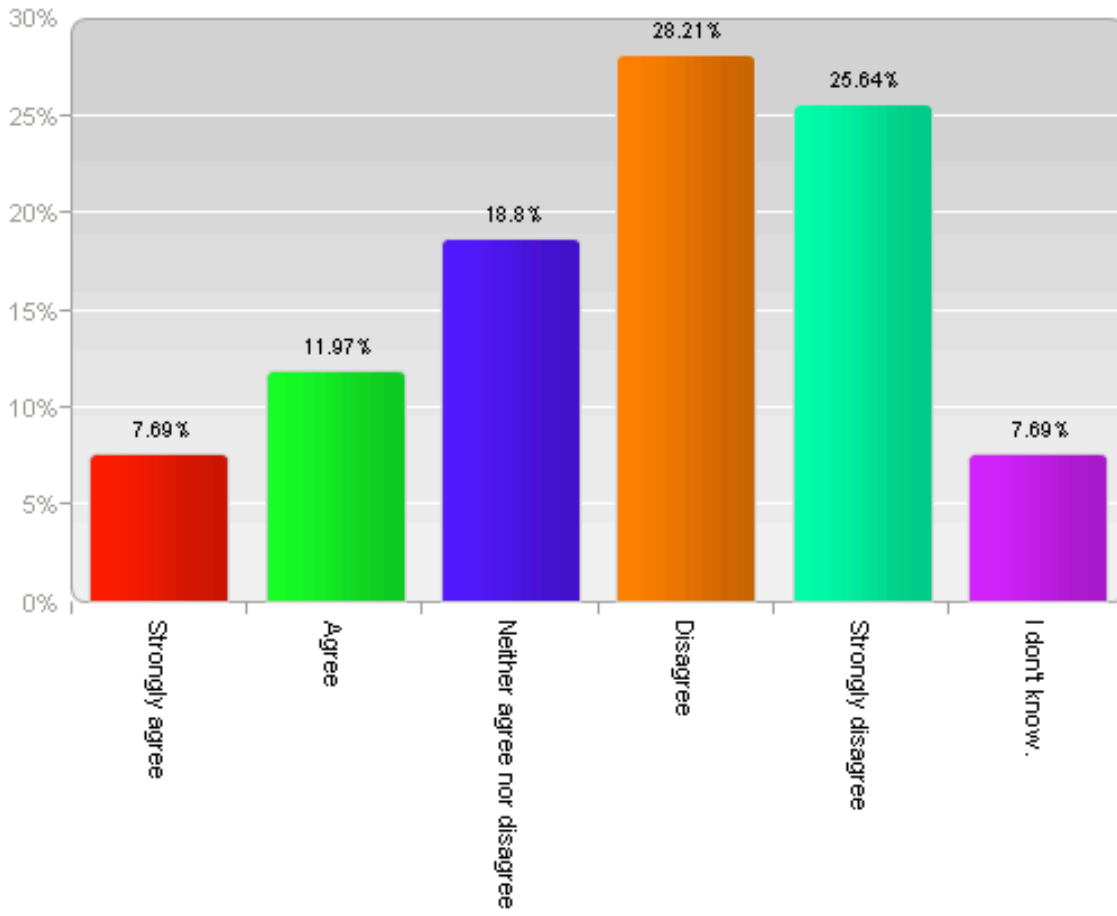
Looking at the responses of staff of color for this particular question, only 5 out of 20 respondents (or 25%) disagreed with this statement. Instead, the majority of respondents of color (n=12 out of 20, or 60%) feel diversity issues are indeed the responsibility of specific individuals within their department.

Q16. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity issues are the responsibility of specific members of my department.
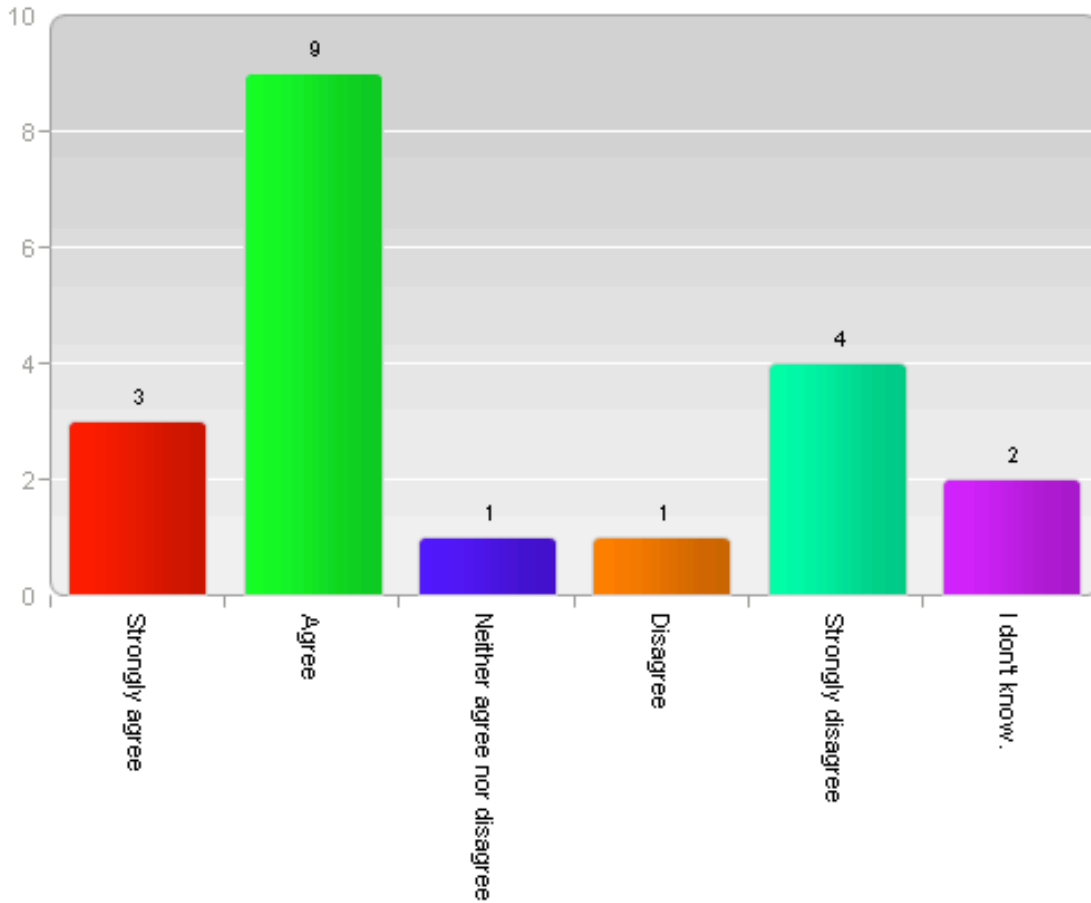
When asked if respondents perceive their department as struggling with issues of diversity, 59%

of staff felt their departments do not struggle. Although this questions can be interpreted in a

variety of ways, for the purpose of this analysis special consideration should be given to the 19%

of staff who had no opinion about their departments whatsoever, and to the 23% of staff who felt

their departments do indeed struggle.

Q17. Please indicate your level of agreement with each of the following statements regarding your department: - People within my department struggle with how to be inclusive and value differences.
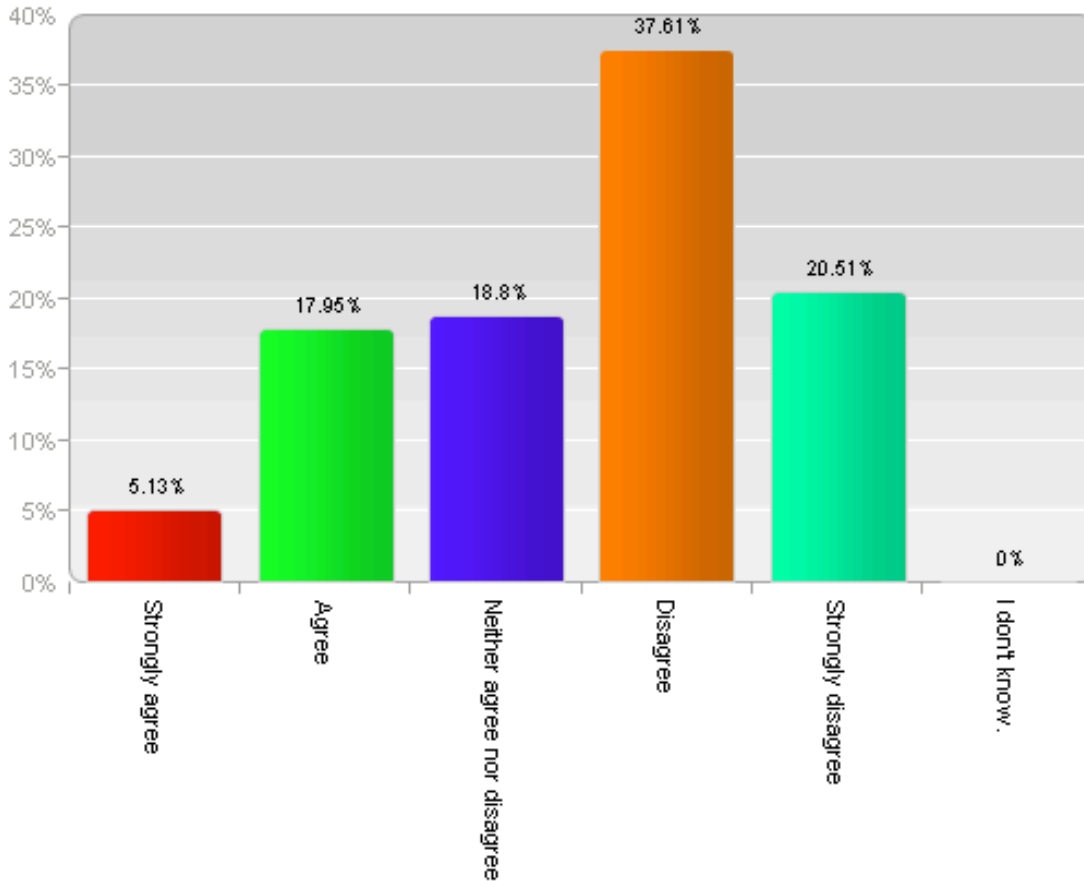
Consistent with the previous segment analysis, ambiguity around diversity was also exacerbated when discussed at the Divisional level. For example, only 52% of staff agree that internal measures of equity for the Division include increasing the number of diverse students utilizing departmental services. Understanding of the Division's expectations and performance indicators in terms of diversity—as outlined through Divisional objectives and goals—can help further promote a culture of social justice within departments.

In spite of the knowledge staff already possess when working with diverse populations (or that they perceive they already have), the data collected also suggests a desire for further training on issues of diversity and social justice:

Q25. Please indicate your level of agreement with the following statements regarding the Division:
- Within the Division, special "how-to" programs are needed to train staff on diversity issues (e.g., how to recruit and retain diverse students, how to work in a diverse environment, how to overcome bias).
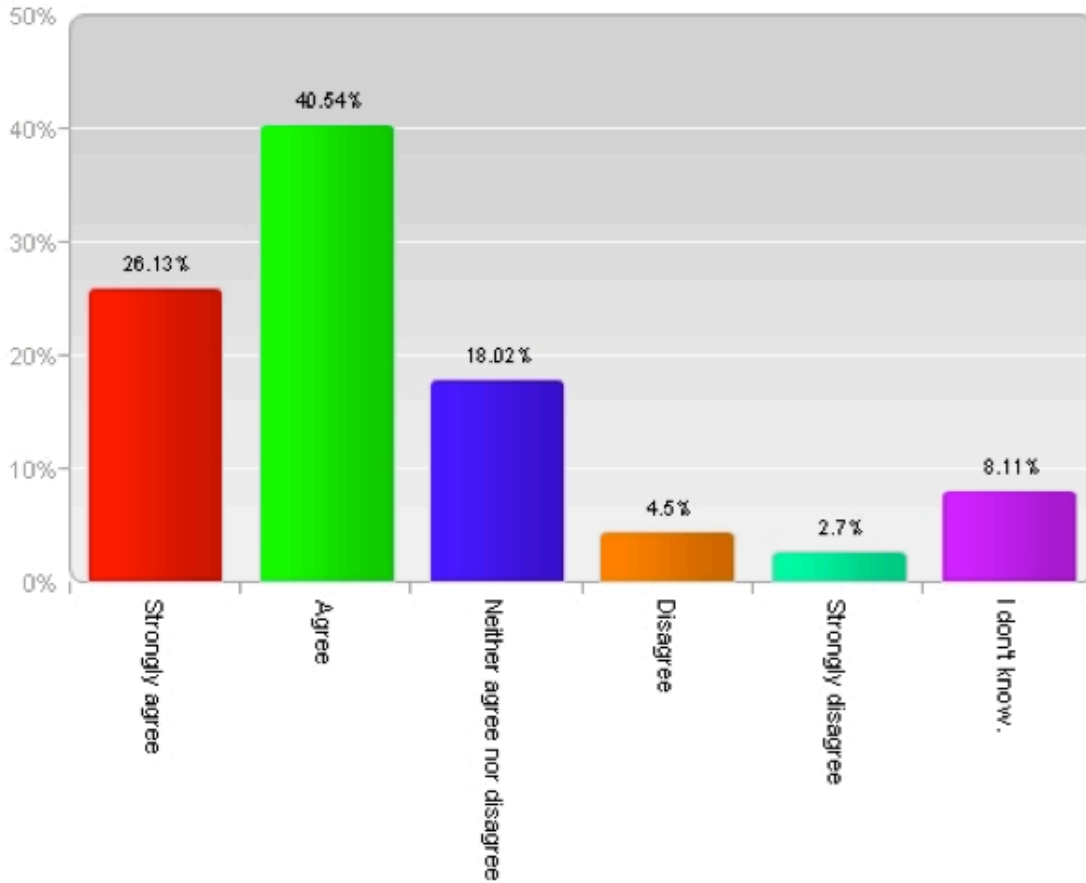
This need for more training is further expressed by staff of color, who overwhelmingly desire more training for staff on diversity. When asked the same question, 16 out of 20 (or 80%) of respondents of color desire more training for staff focusing on issues of diversity.

Further probe revealed that training for staff as indicated by survey results should focus primarily on topics of race/ethnicity, class, legal and immigration status, and ability.

Q38. Which of the following are the top three areas or issues you feel your department will benefit from learning the most about? (Check up to three)

	Count	Respondent %	Response %		
☐	60	57.69%	21.20%	▬	Race/ethnicity
☐	45	43.27%	15.90%	▬	Class
☐	42	40.38%	14.84%	▬	Legal and immigration status
☐	41	39.42%	14.49%	▬	Ability
☐	30	28.85%	10.60%	▬	Religion
☐	23	22.12%	8.13%	▬	Sexuality
☐	17	16.35%	6.01%	▬	Age
☐	14	13.46%	4.95%	▬	Gender
☐	11	10.58%	3.89%	▬	Other (please specify) ⊟ Responses

	Count	Percent		
☐	1	9.09%	▬	All of the above
☐	1	9.09%	▬	All of them
☐	1	9.09%	▬	Cultural
☐	1	9.09%	▬	Culture
☐	1	9.09%	▬	How to reach out to diverse communities to improve diverse applicants when hiring new staff
☐	1	9.09%	▬	international/inercultural
☐	1	9.09%	▬	Power and Privilege
☐	1	9.09%	▬	Size
☐	1	9.09%	▬	we are good
☐	1	9.09%	▬	White Male Supremacy & Domination in the academy

104 Respondents
283 Responses

Similarly, staff of color stressed in higher frequencies the need for trainings on race/ethnicity (n=14 out of 20 or 70%), class (n=10 out of 20, or 50%), and ability (n=9 out of 20, or 45%). In addition, special attention should be given to the topic of affirmative action, as many staff do not know how this policy influences the work of the Division.

Q24. Please indicate your level of agreement with the following statements regarding the Division:
- Government mandated Affirmative Action policies exist in the Division.
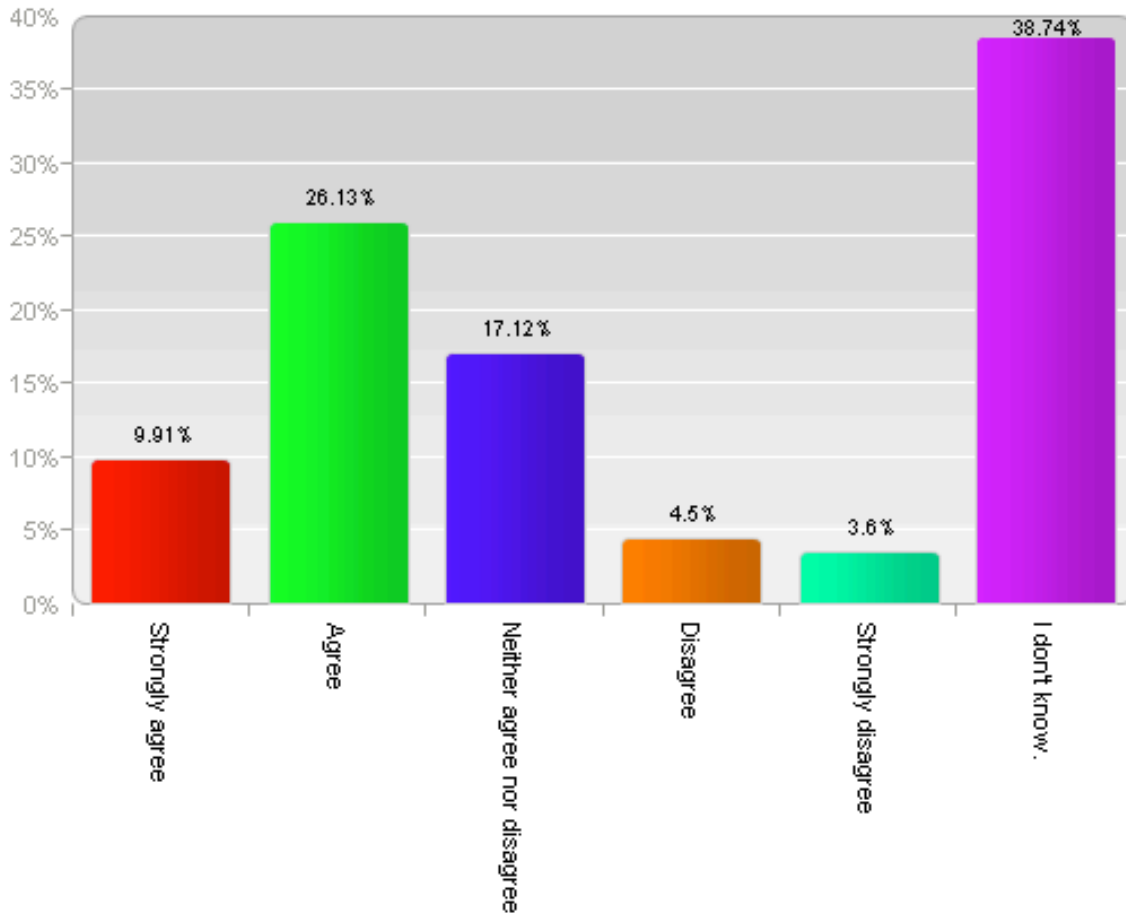
Qualitative statements about what staff feel is important for the Student Affairs Diversity Council to know also focused for the most part on further training and opportunities to develop knowledge in this area. The majority of comments expressed a desire to extend diversity trainings to areas that they feel are not always explored, such as the religious divide in Utah, veterans, age, single parents, etc. Opportunities suggested by staff to expand trainings include varying times for pre-established diversity dialogues, clearer expectations from administration regarding the social justice competencies they want staff to be accountable for, and establish parameters and consistency on the language used by departments in their everyday work.

Implications for Practice

Utilizing the four areas explored in the key findings, this next section provides commendations, as well as recommendations for improvement based on the data collected.

Leadership

As shown by the data collected, the Student Affairs leadership—however staff from all levels of the Division define it—has been perceived to be committed to the work of diversity and social justice. Still, throughout the entire assessment, there was a high level of ambiguity present regarding the Division's role in advancing social justice. Further communication, transparency, and guidance from Divisional leaders to staff could help decrease this ambiguity. Overall, leadership should continue to advocate and demonstrate the importance of diversity in their work, and provide opportunities to further instill an organizational culture conscious of all student populations and their experiences.

Planning

Staff perceived that many of their departments as indeed conscious of diverse communities, and demonstrate this consciousness through their goals, mission statements, and programming. Yet, concerning is the level of consciousness embodied by departments, as it may warrant further development and fostering. Based on the data collected, the following actions could help change the culture of the Division:

- Tiered trainings and/or level one and level two trainings that seek to explore issues of diversity. Special attention should be given to the concept of power and privilege and the manner in which it influences the work of student affairs professionals.

- Trainings on assessment principles can facilitate the use of assessment evidence to guide departmental culture changes. Departmental assessments should place value in the manner in which diverse populations interact with their services.

Resource Allocation

A general overview of this section demonstrates that the Division may be at risk for sustaining programming, and employee-led initiatives that may seek to further create a culture of inclusion within the Student Affairs Division. Recommendations for this section include:

- Incentives, such as possible certificates of competency that staff can work towards can incite more individuals to engage in social justice work. Public recognition and rewards for individuals can motivate staff to promote diversity values in their respective areas.

- Develop, publicize, and further market resources the Division already utilizes to advance social justice within its departments.

- Encourage departments to involve staff in diversity related trainings, and opportunities. As much as possible diversity competency should appear in the guidelines for individual employee performance evaluations.

Accountability

In spite of the knowledge student affairs professionals indicate they already posses, a yearning for more trainings and professional development was a theme in this area. Recommendations that may potentially influence the practices of the Division include:

- Promoting models of integration where diversity is imbedded into the work of student affairs professionals. Trainings that explore best practices, and which utilize examples from other organizations could help further integrate diversity into the fabric of departments. Encourage models were all staff are involved and aware of diversity issues, and discourage models where an employee is the sole representative for diversity within a department.

- Developing internal measures of equity for departments and for the Division. Trainings can be established to help department chairs, and employees discover how equity can be measured within their specific departments.

- Creating more opportunities for staff to attend seminars or workshops on the most popular and wanted topics. According to the data, multiple opportunities should be offered for staff to learn about issues of race/ethnicity, class, legal and immigration status, and ability.

- Further exploration on the experiences of staff of color and possible other diverse staff within the Division should be considered. Given some of the distinct responses from staff of color in this survey, it is important to fully understand their experiences and take these into consideration when working towards changing the culture of the Division.

The Students Affairs organization is currently going through a transitional stage. As reported by its staff, there is an increasing level of awareness present within departments and Divisional leaders; the awareness, however, is brought upon special programming, funding, and resources. The ability to articulate why diversity is integral to the success of the Division, as well as acceptance of diversity work will become part of the norm if Student Affairs continues to promote such values within its staff. The recommendations listed have been developed to assist the current efforts already present within the organization, and provide context for future cultural changes that may occurs within the organization. Nevertheless, the responses found in this survey may not reflect the entire Student Affairs staff, but rather only those who already have a sense of the importance of diversity in their work, and chose to participate in this project as part of their beliefs. As such, it is critical that Student Affairs continues to provide resources, support, and challenge its staff to be conscious and competent in issues of diversity.

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Appendix A: ACPA/NASPA Student Affairs Competencies

Equity, Diversity, and Inclusion

The **Equity, Diversity, and Inclusion (EDI)** competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

Basic

One should be able to:

- identify the contributions of similar and diverse people within and to the institutional environment;
- integrate cultural knowledge with specific and relevant diverse issues on campus;
- assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others;
- demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs;
- facilitate dialogue effectively among disparate audiences;
- interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences;
- recognize the intersectionality of diverse identities possessed by an individual;
- recognize social systems and their influence on people of diverse backgrounds;
- articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals;
- use appropriate technology to aid in identifying individuals with diverse backgrounds as well as assessing progress towards successful integration of these individuals into the campus environment;
- design culturally relevant and inclusive programs, services, policies, and practices;
- demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment; and
- analyze the interconnectedness of societies worldwide and how these global perspectives affect institutional learning.

Intermediate

One should be able to:

- engage in hiring and promotion practices that are fair, inclusive, proactive, and nondiscriminatory;
- integrate cultural knowledge with specific and relevant cultural issues on campus;
- develop effective multicultural training that expands the cultural knowledge of one's staff;
- identify systemic barriers to equality and inclusiveness, and then advocate for and implement means of dismantling them;
- apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession;
- supervise, challenge, and educate other professionals around issues of diversity and inclusion;

- facilitate others' learning and practice of social justice concepts;
- provide opportunities for self-reflection and self-evaluation on issues of EDI; and
- provide opportunities for diverse interactions with professionals in higher education who focus on this work.

Advanced

One should be able to:

- ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people's diverse abilities, beliefs, and characteristics;
- assess the effectiveness of the institution in addressing issues associated with EDI and in overcoming any barriers that exist;
- ensure that elements of EDI are demonstrated throughout institutional mission, goals, and programs;
- create ongoing strategic plans for the continued development of diversity initiatives and inclusive practices throughout the institution and ensure that competence in these areas is fully integrated into departmental practices throughout the campus;
- provide consultation to other units, divisions, or institutions on strategies to increase support and opportunities for underrepresented groups;
- provide leadership in fostering an institutional culture that supports the free and open exchange of ideas and beliefs, and where issues of power and privilege are identified and addressed;
- demonstrate effectiveness in responding to acts of hatred or intolerance that affect the institution; and
- ensure individuals throughout the institution are treated respectfully, justly, fairly, and impartially.

Appendix B: Copy of Instrument and Results

Q1. Please indicate your level of agreement with each of the following statements regarding your department: - As a representative of my department, I can communicate effectively with diverse students, staff, or faculty.

Count	Percent	
48	41.03%	Strongly agree
63	53.85%	Agree
4	3.42%	Neither agree nor disagree
1	0.85%	Disagree
1	0.85%	Strongly disagree
0	0.00%	I don't know.
117		Respondents

Q2. Please indicate your level of agreement with each of the following statements regarding your department: - As a representative of my department, I understand the difference between equity and equality.

Count	Percent	
50	42.74%	Strongly agree
54	46.15%	Agree
6	5.13%	Neither agree nor disagree
6	5.13%	Disagree
0	0.00%	Strongly disagree
1	0.85%	I don't know.
117		Respondents

Q3. Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, discussions of diversity issues help guide our work with students.

Count	Percent	
46	39.32%	Strongly agree
44	37.61%	Agree

Q3. Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, discussions of diversity issues help guide our work with students.

Count	Percent	
16	13.68%	Neither agree nor disagree
6	5.13%	Disagree
4	3.42%	Strongly disagree
1	0.85%	I don't know.
117		Respondents

Q4. Please indicate your level of agreement with each of the following statements regarding your department: - Staff at all levels of my department notice if diversity is not considered during program planning or service delivery.

Count	Percent	
24	20.51%	Strongly agree
46	39.32%	Agree
26	22.22%	Neither agree nor disagree
13	11.11%	Disagree
5	4.27%	Strongly disagree
3	2.56%	I don't know.
117		Respondents

Q5. Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, diversity elements are added into planning documents as an afterthought.

Count	Percent	
7	5.98%	Strongly agree
20	17.09%	Agree
26	22.22%	Neither agree nor disagree
40	34.19%	Disagree
18	15.38%	Strongly disagree

Q5. Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, diversity elements are added into planning documents as an afterthought.

Count	Percent	
6	5.13%	I don't know.
117	Respondents	

Q6. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity is integrated in most aspects of the program planning process in my department, and not viewed as a special or a one-shot program.

Count	Percent	
40	34.19%	Strongly agree
37	31.62%	Agree
26	22.22%	Neither agree nor disagree
7	5.98%	Disagree
5	4.27%	Strongly disagree
2	1.71%	I don't know.
117	Respondents	

Q7. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity programming within my department is under-valued and not rewarded.

Count	Percent	
6	5.13%	Strongly agree
7	5.98%	Agree
24	20.51%	Neither agree nor disagree
35	29.91%	Disagree
42	35.90%	Strongly disagree
3	2.56%	I don't know.
117	Respondents	

Q8. Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, programs exist to foster the success of diverse students.

Count	Percent	
49	41.88%	Strongly agree
40	34.19%	Agree
17	14.53%	Neither agree nor disagree
5	4.27%	Disagree
3	2.56%	Strongly disagree
3	2.56%	I don't know.
117		Respondents

Q9. Please indicate your level of agreement with each of the following statements regarding your department: - Services and programs in my department reach an ethnically and racially diverse mass of students.

Count	Percent	
53	45.30%	Strongly agree
42	35.90%	Agree
16	13.68%	Neither agree nor disagree
4	3.42%	Disagree
1	0.85%	Strongly disagree
1	0.85%	I don't know.
117		Respondents

Q10. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity in my department is represented by counting heads, and not as an integral value-added component of our work.

Count	Percent	
7	5.98%	Strongly agree
10	8.55%	Agree
16	13.68%	Neither agree nor disagree

Q10. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity in my department is represented by counting heads, and not as an integral value-added component of our work.

Count	Percent	
43	36.75%	Disagree
34	29.06%	Strongly disagree
7	5.98%	I don't know.
117		Respondents

Q11. Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, individual performance evaluations include recognition of diversity-related efforts.

Count	Percent	
13	11.11%	Strongly agree
37	31.62%	Agree
33	28.21%	Neither agree nor disagree
14	11.97%	Disagree
4	3.42%	Strongly disagree
16	13.68%	I don't know.
117		Respondents

Q12. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity-related assessment evidence is used to further develop a culture of inclusion in my department.

Count	Percent	
13	11.11%	Strongly agree
37	31.62%	Agree
32	27.35%	Neither agree nor disagree
22	18.80%	Disagree
4	3.42%	Strongly disagree
9	7.69%	I don't know.

Q12. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity-related assessment evidence is used to further develop a culture of inclusion in my department.

Count	Percent	
117	Respondents	

Q13. Please indicate your level of agreement with each of the following statements regarding your department: - Within my department, staff who develop diversity-related initiatives/programs are valued and acknowledged.

Count	Percent	
36	30.77%	Strongly agree
44	37.61%	Agree
25	21.37%	Neither agree nor disagree
6	5.13%	Disagree
2	1.71%	Strongly disagree
4	3.42%	I don't know.
117	Respondents	

Q14. Please indicate your level of agreement with each of the following statements regarding your department: - The value of a diverse student body is understood by my department.

Count	Percent	
58	49.57%	Strongly agree
44	37.61%	Agree
7	5.98%	Neither agree nor disagree
4	3.42%	Disagree
3	2.56%	Strongly disagree
1	0.85%	I don't know.
117	Respondents	

Q15. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity elements do not appear in my department's planning documents (e.g., mission statement, objectives, goals).

Count	Percent	
1	0.85%	Strongly agree
8	6.84%	Agree
15	12.82%	Neither agree nor disagree
41	35.04%	Disagree
47	40.17%	Strongly disagree
5	4.27%	I don't know.
117		Respondents

Q16. Please indicate your level of agreement with each of the following statements regarding your department: - Diversity issues are the responsibility of specific members of my department.

Count	Percent	
9	7.69%	Strongly agree
14	11.97%	Agree
22	18.80%	Neither agree nor disagree
33	28.21%	Disagree
30	25.64%	Strongly disagree
9	7.69%	I don't know.
117		Respondents

Q17. Please indicate your level of agreement with each of the following statements regarding your department: - People within my department struggle with how to be inclusive and value differences.

Count	Percent	
6	5.13%	Strongly agree
21	17.95%	Agree
22	18.80%	Neither agree nor disagree
44	37.61%	Disagree
24	20.51%	Strongly disagree

Q17. Please indicate your level of agreement with each of the following statements regarding your department: - People within my department struggle with how to be inclusive and value differences.

Count	Percent	
0	0.00%	I don't know.
117	Respondents	

Q18. Please indicate your level of agreement with each of the following statements regarding your department: - Discussions in my department consciously include how diverse students may be affected by any institutional decision, program, or policy being considered.

Count	Percent	
29	24.79%	Strongly agree
47	40.17%	Agree
21	17.95%	Neither agree nor disagree
11	9.40%	Disagree
3	2.56%	Strongly disagree
6	5.13%	I don't know.
117	Respondents	

Q19. Please indicate your level of agreement with the following statements regarding the Division: - The Division of Student Affairs fosters an institutional culture where issues of power and privilege are identified and addressed.

Count	Percent	
10	9.01%	Strongly agree
48	43.24%	Agree
30	27.03%	Neither agree nor disagree
10	9.01%	Disagree
4	3.60%	Strongly disagree
9	8.11%	I don't know.
111	Respondents	

Q20. Please indicate your level of agreement with the following statements regarding the Division: - When working with students, the Division of Student Affairs does not consider diversity an important value.

Count	Percent	
1	0.90%	Strongly agree
5	4.50%	Agree
10	9.01%	Neither agree nor disagree
53	47.75%	Disagree
36	32.43%	Strongly disagree
6	5.41%	I don't know.
111		Respondents

Q21. Please indicate your level of agreement with the following statements regarding the Division: - The Division of Student Affairs makes statements demonstrating the importance of diversity in our work.

Count	Percent	
24	21.62%	Strongly agree
62	55.86%	Agree
15	13.51%	Neither agree nor disagree
3	2.70%	Disagree
3	2.70%	Strongly disagree
4	3.60%	I don't know.
111		Respondents

Q22. Please indicate your level of agreement with the following statements regarding the Division: - Efforts are made to link diversity programming with the goals and strategic objectives of the Division.

Count	Percent	
17	15.32%	Strongly agree
55	49.55%	Agree
20	18.02%	Neither agree nor disagree

Q22. Please indicate your level of agreement with the following statements regarding the Division: - Efforts are made to link diversity programming with the goals and strategic objectives of the Division.

Count	Percent	
5	4.50%	Disagree
1	0.90%	Strongly disagree
13	11.71%	I don't know.
111		Respondents

Q23. Please indicate your level of agreement with the following statements regarding the Division: - Few resources are available in the Division of Student Affairs for diversity initiatives, services, or programming.

Count	Percent	
5	4.50%	Strongly agree
15	13.51%	Agree
22	19.82%	Neither agree nor disagree
40	36.04%	Disagree
18	16.22%	Strongly disagree
11	9.91%	I don't know.
111		Respondents

Q24. Please indicate your level of agreement with the following statements regarding the Division: - Government mandated Affirmative Action policies exist in the Division.

Count	Percent	
11	9.91%	Strongly agree
29	26.13%	Agree
19	17.12%	Neither agree nor disagree
5	4.50%	Disagree
4	3.60%	Strongly disagree
43	38.74%	I don't know.

Q24. Please indicate your level of agreement with the following statements regarding the Division: - Government mandated Affirmative Action policies exist in the Division.

Count	Percent	
111	Respondents	

Q25. Please indicate your level of agreement with the following statements regarding the Division: - Within the Division, special "how-to" programs are needed to train staff on diversity issues (e.g., how to recruit and retain diverse students, how to work in a diverse environment, how to overcome bias).

Count	Percent	
29	26.13%	Strongly agree
45	40.54%	Agree
20	18.02%	Neither agree nor disagree
5	4.50%	Disagree
3	2.70%	Strongly disagree
9	8.11%	I don't know.
111	Respondents	

Q26. Please indicate your level of agreement with the following statements regarding the Division: - Special programs to help mentor and advance underrepresented students exist in the Division.

Count	Percent	
17	15.32%	Strongly agree
55	49.55%	Agree
12	10.81%	Neither agree nor disagree
5	4.50%	Disagree
0	0.00%	Strongly disagree
22	19.82%	I don't know.
111	Respondents	

Q27. Please indicate your level of agreement with the following statements regarding the Division: - Resources are allocated to increase the knowledge of diversity, equity, and inclusion in the Division.

Count	Percent	
12	10.81%	Strongly agree
43	38.74%	Agree
20	18.02%	Neither agree nor disagree
6	5.41%	Disagree
1	0.90%	Strongly disagree
29	26.13%	I don't know.
111		Respondents

Q28. Please indicate your level of agreement with the following statements regarding the Division: - Within the Division, internal measures of equity include increasing the number of diverse students utilizing services.

Count	Percent	
8	7.21%	Strongly agree
50	45.05%	Agree
24	21.62%	Neither agree nor disagree
3	2.70%	Disagree
0	0.00%	Strongly disagree
26	23.42%	I don't know.
111		Respondents

Q29. Please indicate your level of agreement with the following statements regarding the Division: - Within the Division, assessment studies and data about diversity guide departmental and divisional change efforts.

Count	Percent	
10	9.01%	Strongly agree
32	28.83%	Agree
29	26.13%	Neither agree nor disagree

Q29. Please indicate your level of agreement with the following statements regarding the Division: - Within the Division, assessment studies and data about diversity guide departmental and divisional change efforts.

Count	Percent	
5	4.50%	Disagree
1	0.90%	Strongly disagree
34	30.63%	I don't know.
111		Respondents

Q30. Please indicate your level of agreement with the following statements regarding leadership: - Students Affairs leadership values contributions to diversity, equity, or inclusion made by individuals within the Division.

Count	Percent	
20	18.52%	Strongly agree
55	50.93%	Agree
19	17.59%	Neither agree nor disagree
3	2.78%	Disagree
0	0.00%	Strongly disagree
11	10.19%	I don't know.
108		Respondents

Q31. Please indicate your level of agreement with the following statements regarding leadership: - Student Affairs leadership addresses and/or intervenes when acts of hatred or intolerance affect the University community.

Count	Percent	
30	27.78%	Strongly agree
49	45.37%	Agree
15	13.89%	Neither agree nor disagree
7	6.48%	Disagree
1	0.93%	Strongly disagree
6	5.56%	I don't know.

Q31. Please indicate your level of agreement with the following statements regarding leadership: - Student Affairs leadership addresses and/or intervenes when acts of hatred or intolerance affect the University community.

Count	Percent	
108	Respondents	

Q32. Please indicate your level of agreement with the following statements regarding leadership: - Leadership in Student Affairs value diversity and represent the values of a diverse constituency in their work.

Count	Percent	
24	22.22%	Strongly agree
53	49.07%	Agree
18	16.67%	Neither agree nor disagree
4	3.70%	Disagree
1	0.93%	Strongly disagree
8	7.41%	I don't know.
108	Respondents	

Q33. Please indicate your level of agreement with the following statements regarding leadership: - Inclusiveness, equity, and diversity are assumed to be part of the way Student Affairs functions.

Count	Percent	
27	25.00%	Strongly agree
57	52.78%	Agree
20	18.52%	Neither agree nor disagree
1	0.93%	Disagree
0	0.00%	Strongly disagree
3	2.78%	I don't know.
108	Respondents	

Q34. What is your current employee status?

Count	Percent	
55	52.88%	Exempt
23	22.12%	Non-exempt
16	15.38%	Graduate student
10	9.62%	Undergraduate student
104		Respondents

Q35. To whom does your department report?

Count	Percent	
31	29.81%	**VP for Enrollment Management - Kay Harward** (i.e., Admissions Office, Registrar's Office, Financial Aid and Scholarships, Student Recruitment and High School Services, and Network Support)
51	49.04%	**VP for Student Development - Kari Ellingson** (i.e., Assessment, Evaluation, and Research, Bennion Center, Career Services, Counseling Center, Center for Disability Services, Educational Opportunity Programs, International Center, Study Abroad, L.G.B.T. Resource Center, Orientation and Leadership Development, Student Health Center, Women's Resource Center)
10	9.62%	**VP for Business and Auxiliary Services - Jerry Basford** (i.e., Housing and Residential Education, Conference and Guest Services, Contract Administration, Dining Services)
12	11.54%	**Dean of Students - Annie N. Christensen** (i.e., Campus Recreation Services, Child Care, University Union, Dean of Students)
104		Respondents

Q36. With which race or ethnicity do you most identify?

Count	Percent	
2	1.92%	African American/Black
3	2.88%	Asian/Pacific Islander
8	7.69%	Hispanic/Latino/a
1	0.96%	Native American/American Indian
75	72.12%	White/Caucasian
6	5.77%	Multiracial
0	0.00%	Other

Q36. With which race or ethnicity do you most identify?

Count	Percent	
9	8.65%	Prefer not to respond
104		Respondents

Q37. With which gender do you most identify?

Count	Percent	
72	69.23%	Female
30	28.85%	Male
1	0.96%	Transgender
1	0.96%	Other
104		Respondents

Q38. Which of the following are the top three areas or issues you feel your department will benefit from learning the most about? (Check up to three)

Count	Respondent %	Response %	
60	57.69%	21.20%	Race/ethnicity
45	43.27%	15.90%	Class
14	13.46%	4.95%	Gender
23	22.12%	8.13%	Sexuality
41	39.42%	14.49%	Ability
30	28.85%	10.60%	Religion
17	16.35%	6.01%	Age
42	40.38%	14.84%	Legal and immigration status

Q38. Which of the following are the top three areas or issues you feel your department will benefit from learning the most about? (Check up to three)

Count	Respondent %	Response %	
11	10.58%	3.89%	Other (please specify)

	Count	Percent	
	1	9.09%	All of the above
	1	9.09%	All of them
	1	9.09%	Cultural
	1	9.09%	Culture
	1	9.09%	How to reach out to diverse communities to improve diverse applicants when hiring new staff
	1	9.09%	international/inercultural
	1	9.09%	Power and Privilege
	1	9.09%	Size
	1	9.09%	we are good
	1	9.09%	White Male Supremacy & Domination in the academy

104	Respondents
283	Responses

Q39. Is there any other information you feel will benefit the Student Affairs Diversity Council (SADC) as they plan programs and services for the next academic year?

Count	Percent	
18	17.31%	Yes (please explain)

	Count	Percent	
	1	5.56%	Any way to try and make it mandatory?
	1	5.56%	Based on this assessment, the SADC's focus of diversity is not all inclusive--race and ethnicity (multiculturalism) are not the only diverse populations that face barriers and are representative here on campus. Race and ethnicity may be the population majority that are of primary concern, but there is still a population minority that are not being considered--LGBT, disability, and gender. However, it is mentioned in question 38. I am going to broaden the scope a bit and add single parents and veterans.

Q39. Is there any other information you feel will benefit the Student Affairs Diversity Council (SADC) as they plan programs and services for the next academic year?

Count	Percent	
1	5.56%	Can you address the "elephant in the room"? I am speaking of feelings of division/exclusion of people who are not of the predominant religion. I think this would be a good topic for the SADC to address. I feel that many people who come to Utah from other states/countries and do not embrace the LDS faith feel like an outsider. Is there anything Student Affairs can do to minimize the 'outsider" feelings? I am not a member of "The Church" (as they refer to thmeselves). Is it possible to make people aware that the clicky office conversations about church activities among members can be detrimental to office moral and not benefitial to retention of good staff? I know numerous people who have left employment at the U. for jobs in other states because they feel that their chances for promotion are minimal and their ability to make lasting friendships is less if they don't belong to "The Church".
1	5.56%	Exploring resources and vehicles for education and prevention regarding "hate" speech/behavior that targets all marginalized groups - racial/ethnic; disabled or differently abled, lgbt, women, etc. Looking at the impact of omissions as well as commissions. Diversifying upper administration also.
1	5.56%	I believe the upper levels (directors, v.p.s, etc.) of student affairs are pretty cognizant of diversity issues. I'm not sure that reaches to all levels within the division. While the seminars and newsletter are great for informing people, perhaps a "traveling" diversity group could go to individual dept staff meetings.
1	5.56%	I feel free cultural events regarding staff from other countries is beneficial, educational and desirable to encourage.
1	5.56%	I feel like there is a great group of individuals that are committed to diversity and equity within student affairs. But on the other hand, many (including directors) don't create an environment where diversity is integrated into everything we do.
1	5.56%	I feel there is some age discrimination going on in some departments. I feel it needs to be Investigated.
1	5.56%	I just wish that diversity training was a part of new employee training, and I wish that ongoing, continuous training on different issues existed. Departments withing Student Affairs work with so many different types of people, and not all staff has the necessary skills/training to work with these students. Also, I do not believe that all senior student affairs officers or upper management has a good grasp on diversity issues, which is a big problem.
1	5.56%	I think it would be helpful to have a Division-wide statement on the competencies expected of staff in regards to diversity, equity, and inclusion. A clear definition would also be helpful in guiding department initiatives. There needs to be consistent and ongoing training opportunities for staff that complement the competencies expected of staff members. I also feel that we need a variety of opportunities beyond newsletters and speakers - perhaps incorporating online trainings, workshops, and even videos or podcasts. Providing data about the experiences of diverse students on campus would also help to show the importance of educating ourselves as practitioners.
1	5.56%	I think most people working in Student Affairs are AWARE of Diversity, but because we're such a non-diverse campus, they frequently forget the subject. I do notice that the hires that we've had in our department, diversity is acknowledged and then there's some reason to not hire the diverse applicant. I do believe that this is not deliberate but an unconsious desire to hire the "known". My opinion, anyway.

Q39. Is there any other information you feel will benefit the Student Affairs Diversity Council (SADC) as they plan programs and services for the next academic year?

Coun t	Percent	
1	5.56%	I think we need to have a focus on addressing and learning how to consciously challenge priviledge and integrate social justice into our work. Given some of the dynamics with CESA, I think we need to intentionally work to provide safe, supportive spaces for all students of color--it should be an institutional priority.
1	5.56%	It is importnat to take into account all areas of diversity
1	5.56%	Please address current legislative issues regarding immigration and how it will impact the university, both negatively and positively. There seems to be so much going on that most of us are not really sure where the legislation is and how to get involved. It would be good if this information is presented in a neutral manner.
1	5.56%	Please consistently use gender-inclusive language for all programs.
1	5.56%	Please vary programming times so that people can attend. (ie: some in the morning, some in evening, some in afternoon).
1	5.56%	Thank you for the wonderful programs you put on. The Wednesday afternoon lunch sessions you put on have really had an impact on challenging my views of diversity, and in the way I work with students. Thank you for your efforts.
1	5.56%	Transgender services.
86	82.69%	No
104	Respondents	