

The Journey

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OBSERVING THROUGH ANOTHER LENS: A NOTE FROM THE DIRECTOR OF CDI

“Life shrinks or expands in proportion to one’s courage.” - Anais Nin

Before women’s history month was recognized, did you know that Wyoming became the first territory to grant female suffrage on December 10, 1869? In 1980, President Carter declared the week of March 8 (Women’s International Day) every year, “National Women’s History Week.” Since 1987, Women’s History Month recognizes the contributions of women in the past and current society. In this issue of *The Journey*, the Center for Diversity and Inclusion would like to highlight a few individuals who are working to continue the efforts of past women’s advocates, by bringing women’s issues to the forefront at the University of West Georgia (UWG). Dr. Lucy Garmon was instrumental in establishing the chemistry workshop courses in 1999; a course now taken by over 1000 students a year. Dean Jane McCandless founded the UWG Women’s Studies program, Dr. Anne Richards was a leader in addressing diversity issues, sexual assault, and supporting international students. Dr. Jackie Michael was the first African American Director of Personnel, and she successfully instituted the Minority Achievement (MAP) program at UWG. These women have truly aided in blazing a trail for current successes related to women’s issues. This is by no means an exhaustive list, and there are many more who have contributed to the consciousness of women’s issues. From what lens are you observing and supporting women’s issues?

Welcoming Our New Health Educator Re’Nesha Weston



Health Education serves all students, providing them with innovative and relative programs that include classes, guest speakers, and interactive activities with an evidence based approach. For more information about Health Education visit their website at westga.edu/health, or come by Row Hall East Wing Room 304

by: *Konica Martin*

The Center for Diversity and Inclusion gives a warm welcome to Re’Nesha Weston. She has been a part of the UWG family for seven months. A native of Gary, Indiana, Re’Nesha received both her Bachelor of Arts in Psychology and Master of Public Health degrees from Indiana University (IU). I had the pleasure of meeting with Re’nesha to discuss her transition, career and insight into health education as it relates to students and women.

HOW HAS THE TRANSITION BEEN MOVING TO THE SOUTH? CARROLLTON?

It has been interesting. I was offered the job at UWG and a month later I moved to Carrollton. Soon after moving to Carrollton, my father passed unexpectedly. The love and support I received from Health Services, my mentor, and other faculty and staff was amazing. Carrollton is a lot like Bloomington, where I attended college; a college town where the people are warm and nice. After graduation, I moved to the city of Indianapolis. The city offered more conveniences including a mall. I do miss having a mall close, but it

is good for my budget.

But one thing I can do without here is the summer heat; it is way too hot. The fall weather is perfect because I only need a light jacket, and I am use to wearing a jacket during the fall.

WHAT LEAD YOU TO HEALTH EDUCATION?

There were several reasons that I chose the health education field. One reason was observing my family and friends not practicing healthy behavior. I was always the person reprimanding them for their unhealthy behavior. Seeing their behavior encouraged me to practice healthy behaviors, which lead me to want to share healthy behaviors not only with my family and friends, but other people as well.

My course work at IU also contributed to my desire to go into the health education field. I took a lot of courses that dealt with health. The sexual health courses really sparked my interest because of my interest about healthy sexuality.

WHAT HAS YOUR EXPERIENCE BEEN LIKE, BEING A WOMAN IN HIGHER EDUCATION? WOULD IT HAVE BEEN DIFFERENT IF YOU WERE A MAN?

For the most part, it has been a pleasant experience. I enjoy being engaged with students and teaching them at this level about adopting healthy behaviors. Also, being able to have adult conversations with students and seeing that they understand and process what I am saying.

When working outside the field of higher education, I find that sometimes people tend to not take me serious. I feel like I have to prove myself, because I am a woman. At one institution a man asked me, "Are there any men in your department that I can talk to?" I had to prove to him that I was competent, and that I knew what I was talking about. My mentor once told me, "Being a woman in any field is going to be challenging, just make sure that you know what you are doing and that you can prove that you know what you are doing." I do think my experience would have been different if I was a man. It has been my experience that people in higher education are more open minded about women in leadership positions.

WHAT ARE SOME OF YOUR RESPONSIBILITIES AS A HEALTH EDUCATOR?

My main responsibilities are supervising the peer educators and coordinating sexual health, sexual assault prevention and over all wellness. I create and plan evidence based programs and plan the programs that revolve around those aspects and ensuring that all of the information in the presentations that we give are up to date (sexual health or sexual assault prevention).

WHAT ARE SOME OF THE CHALLENGES YOU FACE IN HEALTH EDUCATION AT UWG?

In my short time in this role, my biggest challenge has been encouraging and getting the students to actually adopt healthy behaviors; such as getting tested for sexual transmitted diseases (STDs), not abusing drugs or alcohol, and not being a bystander.

WHAT IS THE MOST REWARDING ASPECT OF YOUR JOB?

The most rewarding aspect is the exact opposite of everything I just said previously. Some things that are most challenging produce the greatest reward. For example, seeing students engaged and watching students adopt healthy behaviors (choosing to drink water through the day instead of soda). It is also rewarding to see our peer educators go out to the campus community and be this awesome healthy behavior vessel (this is how I describe them) and the satisfaction they receive from seeing their peers change. Because of the passion about promoting healthy behavior they often become health advocates themselves.

WHAT IS ONE THING YOU WANT STUDENTS TO KNOW ABOUT HEALTH EDUCATION?

I want students to know that health services is available and for them to use our services. Also, we would love to collaborate with student organizations on campus in creating healthy programs to help students stay physically and mentally strong. Lastly, I want students to remember that adopting healthy behaviors is fun!

“Being a women in any field is going to be challenging just make sure that you know what you are doing and that you can prove that you know what you are doing.”

Dr. Jennifer Weber Shares her Insight



by: Devin D. Carr

Dr. Jennifer Beggs Weber is an Assistant Professor of Sociology. In addition, she serves as the Director of the Women’s Studies program. She joined the Wolf Pack in the Fall of 2013.

TELL ME ABOUT YOUR JOURNEY INTO HIGHER EDUCATION.

Being originally from Ohio and the only one from my family to go to college, I have three younger sisters and we come from a fairly low income background. After graduating from Miami University in Oxford, Ohio, I became a substance abuse counselor and worked primarily with heroin and cocaine addicts. The work was really stressful and demanding, but the people I encountered were good people. I also have experience as a welfare case worker; assisting primarily young mothers. After sometime in the workforce, I decide to pursue my master’s at the University of Missouri. This is also where I met my husband. He accepted a job and we relocated to

Mobile, Alabama and later to Missouri. I secured a job where I did mostly group therapy and private counseling with women who dealt with substance abuse and intimate partner violence. In Missouri, I headed up a pregnancy prevention program for homeless girls who were identified as being brighter, more talented, and having the potential to go to college, but they were at a high risk.

A few of my advisors and mentors at the University of Missouri were in need of someone to teach a course and asked if I was ready to come back. I had always wanted to go back to get my Ph.D. Upon completing my Ph.D., I was on the academic job market and eventually accepted an offer from the University of West Georgia.

WHY CARROLLTON, GA? WHAT WAS IT ABOUT THE COMMUNITY OR THE INSTITUTION THAT INFLUENCED YOU TO COME HERE?

You know, it's a combination of things. The reality is when you go on the market, institutions have to be hiring for a position with your qualifications. I often explain to my family it’s like football. My dad always said, “why don’t you just come to Ohio State.” Well, first of all Ohio State is not hiring, and they are not looking for someone with my research expertise. So, just because a team is recruiting doesn't mean they need a quarterback. That being said, one of the things that I had to consider is that my husband is from Missouri and my family is in Ohio so I wanted to stay on this half of the United States. The other part is that I liked the UWG faculty when I met them. Also, I like the fact that there was a Women’s Studies Program, and the diversity of the campus when I looked at the stats.

I love to teach. When I taught at the University of Missouri, I taught classes with 150 students or more.

One of the things that I really like about UWG is that they work really hard to keep the student teacher ratio low. The department was looking for somebody who did gender and family studies. So I could teach what I wanted to teach such as: inequality, race, and class. I did not want to teach things that were not in my area of expertise which happens at some schools. Also, while I was on my interview, I met several faculty who identified themselves as feminist committed to making a difference. They informed me that we have a lot of growth to do on this campus in terms of gender, race, and class and how to move these students and empower them to also start making a difference. So I felt like: yes, this is a good fit for me.

DO YOU THINK THAT FEMINISM IS FOR EVERYONE AND IF SO, WHY?

Yes, I do think that feminism is for everyone. Feminism at its basic core is about equal rights. There's actually a lot of different feminisms of which some people are not aware. There is liberal feminism, radical feminism, and socialist feminism. Despite there being so many different feminisms, as a core concept, I try to fight for support and challenge my students to aim for equality. Not just between men and women, but between men and women of color, men and women of different social classes, sexualities, nations, and abilities. There are so many ways that we see interlocking oppressions come into play. So yes, I do think feminism is for everybody and I do think everybody benefits.

ARE THERE ANY CHALLENGES THAT YOU THINK WOMEN IN HIGHER EDUCATION FACE?

I think higher education in general has been a boys' club for a very long time, for lack of a better kind of phrasing. A lot of that is historical in the sense that women were barred from educational opportunities. Once white women were given that right, women of color were still denied access. Even after all women began to achieve greater access, they continued to be marginalized in certain programs. This did not allow for any sort of advancement. We are also starting to see more discussions about the retention of female faculty members and how to keep them here. In addition, how we retain faculty of color; both men and women. Right now because of the way things have played out historically and also because of issues of retention the majority of tenured faculty are men and

the majority of untenured faculty are women. So that creates a really powerful dynamic.

THERE ARE PEOPLE WHO BELIEVE THAT BECAUSE SO MANY WOMEN ARE GETTING DEGREES WE HAVE REACHED EQUALITY. WHAT DO YOU THINK?

Well it's much more complicated and complex with so many factors that must be considered. The first being, what are women studying? Even though women are going to college at higher rates than men, they are majoring in fields that are female dominated. Women are going into fields like social work, education, and nursing. These fields are relatively low paid compared to male dominated fields like engineering. In nursing you can actually make a decent salary. But when you look at it within the context of the medical field as a whole, relative to doctors and physicians assistants, women still tend to make significantly less than men. So even though women are going further in education, they are not reaping the same rewards as men. Women are also starting to get more graduate degrees, but again they are doing so in fields that pay less. So yes, there is still the problem of gender dominated fields.

WHICH AS YOU EXPLAINED HAS IMPLICATIONS AFTER THE FACT SUCH AS THE ISSUE OF LOW PAY.

Right. As baby boomers are aging, we are now starting to see that the gender wage gap that we have seen for so long, is now playing out as it relates to retirement. When you do not receive equal pay throughout your life, guess what happens?

MAJOR IMPLICATIONS IN TERMS OF YOUR ABILITY TO TAKE CARE OF YOURSELF AS YOU MATURE.

Yes, exactly.

WHAT ARE YOUR THOUGHTS ON SEXUAL ASSAULT ON COLLEGE CAMPUSES AND OTHER ISSUES YOU THINK WOMEN ARE FACING ON COLLEGE CAMPUSES?

Sexual assault is always an important issue and historically it has been. You know studies came out and said, "oh it is not as bad as we think it is", but a more recent study came out that suggested it is still 1 in 5. We are seeing higher rates of sexual violence against gay, lesbian, and trans* individuals. Some estimates

suggest that it is even 1 in 3 for this cohort. There are also issues of sexual harassment that continues to occur on campuses. One of the things that I've seen here, and of course it happens on other campuses, is street harassment. Women on this campus will constantly tell me that they can not walk from Pafford to the library without being whistled at, hollered at, or being commented on in some type of way. They tell me that when they are walking around campus people are shouting things out of cars at them. It is intended to be a compliment, but it makes many women feel extremely uncomfortable in their space. A lot of women on this campus are very much aware of the disempowerment that they feel as women. This is something we need to work on addressing; bringing them together and empowering them. There are so many student groups on this campus. On one hand, that is wonderful but, on the other hand they are so bracketed that they are really separate from each other. That is one of the things in the three years that I have been here that I am starting to see, is that students are all involved in all these different organizations and they are all fighting for these small parts, but none of them are coming together to figure out how and what they can do as a group. This is happening at a lot of campuses. It is all about this creating of ideas and figuring out how to fight these causes, but everybody wants to do it differently. Everyone is so separate, so isolated.

WHAT CAN YOU TELL US ABOUT THE WOMEN'S STUDIES PROGRAM?

It is the oldest interdisciplinary program on campus. It was founded by the current Dean of the College of Social Science, Dr. Jane McCandless. Just like other minors you are required to take fifteen hours of approved Women's Studies courses. Unlike a Sociology or Criminology minor where you would take only sociology or criminology courses, it is interdisciplinary in the sense that you have to take classes from a minimum of three other disciplines. We have in excess forty faculty members across campus. They come from sociology, psychology, history, and criminology. Our faculty love working with the students and they want to empower them. Men as well as women can be a part of the Women's Studies program. It is not just about women's history or white

women's history. Many of us teach from an intersectional perspective. So we teach about how gender intersects with class, race, ability, sexuality, and a variety of other oppressions and structural barriers. We also learn about how gender and race are socially constructed and how all of these things developed historically. There are courses in feminist philosophy, feminist psychology, Women's History in America and women in literature. There is a wide variety of courses offered every semester. It is a really powerful minor. Women's Studies is important and many people do not realize why Women's Studies is important. Women are half the population. However, they have a very different experience than the majority of people that control this country which tend to be white, older, upper class men. Understanding the experiences of half the population is important. As somebody who worked specifically with women's groups on different occasions, whether it was women who were survivors of domestic violence, homeless women and girls, or women who lived with addiction to now teaching a student body that is majority women, as a discipline, Women's Studies matters. This is a population that has needs, different perspectives, and different ways of looking at the world. We need to understand that in order to continue to progress.

DO YOU THINK THAT LEARNING AND READING FEMINIST THEORY AND PHILOSOPHY REALLY SHAPE HOW YOU THINK AND GIVE YOU A CRITICAL PERSPECTIVE ON A LOT OF THINGS THAT ARE OFTEN TIMES INDEPENDENT OF SIMPLY BEING A WOMAN?

Yes, it's about so many different things: history, philosophy, media. There are so many aspects that come into understanding our world and how all of these different aspects matter. There are a lot of really amazing Women's Studies faculty members all over campus and a lot of women faculty on this campus. Hopefully, students will connect and find mentors through them. Although Women's Studies is about the minor for students, the program provides a great sup-

port network for faculty members as well. Some of my most important colleagues and mentors on this campus for figuring out where my place is as a woman on this campus and how to navigate existing structures has been the women in the Women's Studies. We try to reach out to new faculty whether they affiliate with the program or not as a way to welcome them and to create that network.

“Yes, I do think feminism is for everyone. Feminism at its basic core is about equal rights. There’s actually a lot of different feminist out there and a lot of people are not aware that.

—*Dr. Jennifer Weber*

Jill Hendricks shares her role as a Patient Advocate



“I am grateful that UWG allows me to provide these free, confidential services to students! .”

- *Jill Hendricks*

young adults impacted by sexual violence. The youngest with whom she worked was only four years old.

WHAT DO YOU ENJOY ABOUT WEST GEORGIA AND THE SURROUNDING COMMUNITY?

A lot! I love working with UWG students, faculty, and staff and enjoy the opportunity to work on such a gorgeous campus. I am very excited about the continuing potential of the Engage West Program. I am very proud that UWG is recognized as a leader in the University System of Georgia, the region, and the state, contributing significantly in many arenas. I greatly appreciate the many diverse partnerships the university maintains with the community and am encouraged the university is clearly invested in continuing to develop new community initiatives as well. These partnerships assist students in so many ways! I am enjoying the many initiatives to promote health and wellness in our area. This includes the develop-

by: *Monquell Middleton*

Jill Hendricks has been with the UWG family as a patient advocate since 2003. Connecting patients with medical, academic, legal and psychological resources on and off campus. Prior to that she was a counselor in public schools for 13 years. Sadly, she says she has worked with many children, adolescents, and

ment of the Green Belt, a walking/biking trail that goes through campus, and upon completion, will encircle Carrollton winding through beautiful, natural areas. It's encouraging to see people of all ages enjoying the natural beauty of our area and being active.

The Carroll County area provides extensive services/resources that enable me to link students in need. This includes a progressive healthcare system, PARC, the Prevention Advocacy Resource Center that provides prevention education regarding sexual violence and serves those impacted. We also have the dynamic Child Advocacy Center, an outstanding emergency women's shelter, a soup kitchen, food banks, and a men's shelter. Churches and civic organizations provide tremendous support services. Not many communities have this extent of resources.

WHAT DO YOU ENJOY ABOUT YOUR POSITION AS A PATIENT ADVOCATE?

Everything! First, I am grateful that UWG allows me to provide these free, confidential services to students! I absolutely love working with students who overcome obstacles to reach their potential – both personally and academically. I meet many amazing students from all over the world. University campuses are vibrant, but the environment is also conducive to the development of excessive stress and anxiety. While the degree of need is often challenging, I am very grateful to work with very supportive faculty and staff! I am blessed that UWG employs this team approach through which faculty and staff collaborate to meet the diverse needs of students. I have seen faculty and staff “go many extra miles” for students, and that is always rewarding. I could not be effective in my role without the extensive UWG services/resources offered. Very few colleges and universities offer the extent of free services UWG provides.

WHAT HAPPENS ON A DAY-TO-DAY BASIS AS A PATIENT ADVOCATE?

Most days students will visit Health Services with symptoms that may be stress induced or psychological in nature, and the medical staff will refer them to either Corey Hindman or me. One of us will meet with the student to develop a summary of current symptoms and concerns. This may include completion of instruments to explore degree of symptoms of stress, insomnia, depression, anxiety, and mood swings. Young adulthood can be a time of onset for many psy-

chological conditions. My role is to make students aware of the options for self-empowerment, the many treatment resources available, and of equal importance, to respect their right to choose how they want to address the identified concerns. For those students who choose to start medications for psychological conditions, I continue to meet with them once a week for the first four to six weeks, providing education and advocacy with medical staff.

Each day I receive requests for welfare checks from faculty, staff, parents, and friends concerned about the well-being of a student. I reach out to that student to offer confidential advocacy and assistance. If the student decides to meet with me I can assist with problem solving, advocacy, and referrals.

I frequently assist students with hardship withdrawals and appeals. With student permission, I can verify hospitalization and other emergencies to instructors without revealing sensitive medical information. Corey and I alternate weeks of being on call each night for emergencies. One of us is on call every night of the year, including holidays.

Every day is different, and every single day is very rewarding. I am very grateful to work and to serve at UWG!

WHAT CHALLENGES DO YOU FACE ON A DAILY BASIS IN REGARDS TO BEING A PATIENT ADVOCATE?

I absolutely love the work I do, but sometimes I have too much to love. I serve as an advocate for students impacted by sexual violence, intimate partner violence, illness, injuries, family emergencies, and other challenges. Working with students impacted in these ways can be difficult, but it is always rewarding. The need to triage is constant, requiring adaptability. Fall semester is typically the busiest, and it's not unusual to work from 7:30 am until 5:30 pm or 6:00 pm.

HOW CAN THE UNIVERSITY COMMUNITY BECOME MORE INVOLVED WITH THE ISSUE OF SEXUAL ASSAULT?

There are many ways people can become more involved including attendance at campus programs offered through Health Education and the Responsible Sexuality Committee. We need to all learn as much as we can about the scope of this nationwide challenge. Knowledge is power, and together we can make a difference.

Bystander intervention training is a powerful way students can learn to enhance safety. By definition, it's a type of training that teaches participants how to intervene safely and effectively when they witness someone who is at risk of harm.

Ron King and Re'Nesha Weston, our Health Educators, are available to do trainings with a team of trained Peer Educators who provide presentations on related topics, including "Consent". I would

encourage organizations to invite them in to provide this informative training.

The Health Educators also produce poster campaigns designed to raise awareness about sexual violence.

The current posters which feature UWG students are on display at Health Services.

Social Equity Officer and Title IX Coordinator's Outlook...



"Accessibility and diversity should be brought to the forefront of our efforts."

- Willie Black

by: Konica Martin

HOW LONG HAVE YOU BEEN AT THE UNIVERSITY OF WEST GEORGIA?

I've been at the University of West Georgia for almost two years. Prior to working here at UWG, I held a similar position as Assistant Director of the Office of Civil Rights and Diversity at Eastern Illinois University.

WHAT ARE SOME OF YOUR RESPONSIBILITIES AS A SOCIAL EQUITY OFFICER AND TITLE IX COORDINATOR?

As the Social Equity Officer/ Title IX Coordinator my primary responsibility is to provide oversight to the university's nondiscrimination compliance efforts including Title IX.

HAVE THERE BEEN ANY STRIDES MADE IN TITLE IX, AS IT RELATES TO WOMEN?

Title IX prohibits discrimination on the basis of sex. Both females and males are protected by Title IX. The university and the USG is

constantly monitoring its Title IX compliance efforts and adjusting accordingly. For instance, in addition to in person training, the university began to offer sexual misconduct training through a third party online vendor for faculty, staff, and students.

IN YOUR LINE OF WORK HOW HAS THE TOPIC OF WOMEN OR WOMEN'S ISSUES CHANGED ?

I'm not sure I would say that women's issues have changed. Title IX has been around since the 1970's, since then the goal has been ensuring equity for both women and men. The goal has been the same, but the means in which we reach that goal is ever changing and often reevaluated.

WHAT ARE SOME RESOURCES WOMEN ON THIS CAMPUS SHOULD KNOW ABOUT?

All students on campus should be aware of various resources including Health Services, Counseling, Patient Advocates, University Police Department, Peer Education, and the Prevention and Advocacy Resource Center (off-campus) to name a few.

WHAT IS ONE THING YOU WANT STUDENTS TO KNOW ABOUT SOCIAL EQUITY AND TITLE IX?

One thing I'd like all students to know is that the university prohibits discrimination on the basis of a variety of characteristics including sex. If a student feels that they have been discriminated on the basis of sex (or any other protected characteristic) Social Equity and Title IX is a resource that is available to them.

VOICES OF UWG

by: Jordan Legree, Carina Arellano-Garcia ,
and Zoya Jones



CINTYA



WHAT IS YOUR DEFINITION OF DIVERSITY?

Diversity means there are a range of people with various racial, ethnic, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs and interest.

IS IT IMPORTANT TO HAVE DIVERSITY ON CAMPUS? WHY OR WHY NOT?

It is important to have a diverse campus so that students can interact and connect with a variety of individuals. Learning with people from a variety of backgrounds encourages collaboration and fosters innovation. A diverse campus also encourages open minded individuals.

WHAT DO YOU THINK ARE SOME OF THE CHALLENGES WOMEN FACE ON THIS CAMPUS ?

One challenge women face on this campus and at any other college campuses is sexual assault. National statistics indicate 1 in 4 females and 1 in 6 males are sexually assaulted. Women need to remember to always have a Taser or pepper spray in her possession.

HOW DO YOU MANAGE THE STRESS OF BEING A COLLEGE STUDENT?

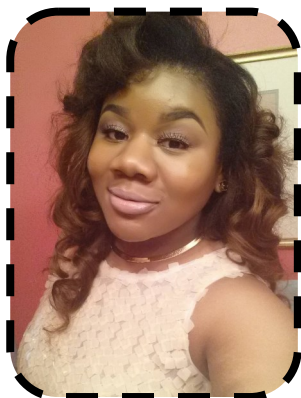
When I get stressed out I usually take some time out of the day to relax and refocus. Sometimes I watch an episode of my favorite series, go out for dinner with friends or relax by listening to music.

WHAT IS YOUR FAVORITE PART OF BEING A UNIVERSITY OF WEST GEORGIA STUDENT?

My favorite part of being a UWG student is being involved in the different organizations. The University of West Georgia has presented many leadership opportunities and experiences that will enhance my qualities in my professional career .



DANIELLE



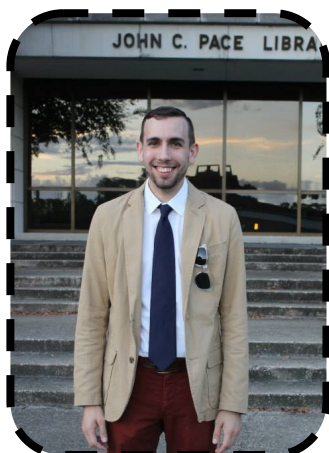
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DANIELLE JESTER; Senior**WHAT IS YOUR DEFINITION OF DIVERSITY?**

Diversity is being able to accept and work with all people despite any differences from one another. Anything that has a variety of options and outlooks and also not limiting to a certain criteria is diverse in my opinion.

IS IT IMPORTANT TO HAVE DIVERSITY ON CAMPUS? WHY OR WHY NOT?

I think it's definitely important for diversity to be present on campus because the more accepting campus programs and events are to the student body the more comfortable students will feel being present with the school. Personally, I don't feel comfortable going to events that seem like they're for a certain group of students. So if events are more diverse, I'll feel more comfortable branching out.

WHAT DO YOU THINK ARE SOME CHALLENGES WOMEN FACE ON THIS CAMPUS ?

Some of the challenges I think that women face on this campus revolve around them not feeling safe. Which I think is a problem on every campus not just this one.

HOW DO YOU MANAGE THE STRESS OF BEING A COLLEGE STUDENT?

I try to make sure I don't think of things all at once. If I think of what's due on Friday on Monday it will stress me out. Personally, I work better taking things day by day and not making my load too heavy causing me not to be able to function.

WHAT IS YOUR FAVORITE PART OF BEING A UNIVERSITY OF WEST GEORGIA STUDENT ?

I love that the campus is small enough to not feel lost, but big enough to meet new people and eventually remember who those people are so I think there's a good mix of that here.

ELOHIM J. MITCHELL; Junior**WHAT IS YOUR DEFINITION OF DIVERSITY?**

Diversity means to me just different races, cultures, backgrounds, upbringings, basically just differences in general.

IS IT IMPORTANT TO HAVE DIVERSITY ON CAMPUS? WHY OR WHY NOT?

It is important to me because if we don't have diversity we will not be prepared for anything out of our comfort zone whether it be everyday life or something such as the work force.

WHAT DO YOU THINK ARE SOME CHALLENGES WOMEN FACE ON THIS CAMPUS ?

The challenges I see women face are that a lot of them are afraid of getting harmed or harassed by some of the males that are on campus.

HOW DO YOU MANAGE THE STRESS OF BEING A COLLEGE STUDENT?

I manage the stress by playing 2k, sleeping, and basically spending time with the people that make me happy. Whether it be my roommates, my girl, my friends, or whoever makes me happy that day.

WHAT IS YOUR FAVORITE PART OF BEING A UNIVERSITY OF WEST GEORGIA STUDENT ?

I am happy to be a wolf because it isn't too big but not too small. There is also a lot of school spirit at UWG and it's great to be a part of this school.



NEIL, *Junior*

WHAT IS YOUR DEFINITION OF DIVERSITY?

To me, diversity is the mixture, variety, and depth of something; that could be a person or different places.

IS IT IMPORTANT TO HAVE DIVERSITY ON CAMPUS? WHY OR WHY NOT?

Diversity is important because it allows for equality and shared growth as human beings. We as people can never know everything, but we can learn more each day from one another; creating a better tomorrow.

WHAT DO YOU THINK ARE SOME CHALLENGES WOMEN FACE ON THIS CAMPUS ?

I believe women face the challenge of sexual assault. We must help as a campus entirely to protect our women to the best of our abilities. Also, making women feel as if they are protected would be a huge factor.

HOW DO YOU MANAGE THE STRESS OF BEING A GRADUATE STUDENT?

When it comes to managing stress, I usually tend to hit the gym and lift some weights. There is nothing like a good workout. Sweat your stress out!

WHAT IS YOUR FAVORITE PART OF BEING A UNIVERSITY OF WEST GEORGIA STUDENT ?

The opportunities are endless, and you get a chance to network with many resourceful people.



TYLER PLACERES, *Graduate Student*

WHAT IS YOUR DEFINITION OF DIVERSITY?

I believe diversity is understanding that someone is different than you in some aspect of life whether it is how they were raised, the color of their skin, or where they are from. Diversity is recognizing the differences between other people and accepting that we are all not the same, but can come together to accomplish amazing things.

IS IT IMPORTANT TO HAVE DIVERSITY ON CAMPUS WHY OR WHY NOT?

Having diversity on college campuses allows for growth in the student population because they are learning new and differing things from people they have never interacted with before. It is extremely important to open a student's eyes to something new and different.

WHAT DO YOU THINK ARE SOME CHALLENGES WOMEN FACE ON THIS CAMPUS ?

I think the biggest challenge is the factor of feeling safe and included on a college campus. Women are recommended to travel in pairs or groups at night and have to be more aware of who they socialize with. Women face an uphill battle on college campuses unlike men and the factor of feeling safe is one of the bigger challenges women have to face.

HOW DO YOU MANAGE THE STRESS OF BEING A COLLEGE STUDENT?

For me, I enjoy running, playing sports, listening to music, or playing video games. I know when I begin to stress out, I have to do one of those things so I don't begin to over stress.

WHAT IS YOUR FAVORITE PART OF BEING A UNIVERSITY OF WEST GEORGIA STUDENT ?

I love being a wolf because of the sense of pride I can have with my school. While we are not a well-known school, I display my wolf pride in every way possible. I have a sticker on my car, my mother and father have t-shirts, and I am at every home football game cheering my team on. Being a wolf is prideful to me!

Mission:

The Center for Diversity and Inclusion (CDI) works to reinforce and increase appreciation of the many aspects of diversity and culture through a variety of programs, initiatives, and collaboration.



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**University of West Georgia
Center for Diversity and Inclusion
(CDI) Staff**

Deirdre Rouse

Director

Ashley Lewis

Associate Director

Multicultural Achievement Program (MAP)

Coordinator

Cheryl Thomas Hill

Coordinator

African American Male Initiative (AAMI) Program

Doris Kieh

Program Coordinator

Nancy Watkins

Office Manager

Konica Martin

Graduate Assistant

Center for Diversity and Inclusion

Monquell Middleton

Graduate Assistant

African American Male Initiative (AAMI)

Devin Carr

Graduate Assistant

Multicultural Achievement Program (MAP)

Jordan Legree

Student Assistant

Multicultural Achievement Program (MAP)

Zoya Jones

Student Assistant

Center for Diversity and Inclusion

Carina Arellano-Garcia

Student Assistant

Center for Diversity and Inclusion

Center for Diversity and Inclusion

“Beyond Differences”

UPCOMING EVENTS

FEBRUARY	
1-28	Black History Month Observance Display: Row Hall 2 nd Floor East: 8:30 am – 5:00 pm (M-F)
4	African American/Black Student Experiences at UWG: 2 pm: Thomas Murphy Reading Room
10	Multicultural Conversations Series: 11:30 am- 1:30 pm: Z-6 Hubbard Dining Hall
10	Gullah/Geechee Kunda Cultural Education Exhibit CCB 108.2: 4:00 pm /7:00 pm Program
18	Controversies of Culture Series: Queer Your Education CCB 108.3&4 7:00 pm
23	African-American Male Initiative (AAMI) Lecture Series – CCB 108.2 – 7:00 PM
24	MAP Awards Pictures—Campus Center Ballroom 108.2
25	Center for Diversity & Inclusion: 4 TH annual Living Legacy Series 7:00 pm CCB 108.2
26	Cultural Heritage Month movie 11:00 am-1:00 pm: Row Hall East Wing Room 212
MARCH	
1-31	Women’s History Month Observance Display: Row Hall 2 nd Floor East: 8:30 am – 5:00 pm (M-F)
1	African– American Male Initiative (AAMI) Lecture Series: CCB 108.2– 7:00 PM
4	Cultural Heritage Month movie 11:00 am-1:00 pm- Row Hall East Wing Room I 212
7	Take Back The Night. Collaborative : Health Education Services
8	African-American Male Initiative (AAMI): State of the African-American Male – CCB 108.2 – 7:00 PM
9	Multicultural Conversations Series: 11:30 am- 1:30 pm: Z-6: Hubbard Dining Hall Dr. Mai Naito
10	6 th Annual Multicultural Festival: CCB: 12 Noon-5:00 pm:
21	32 nd Annual Multicultural Achievement Program (MAP) Awards: CCB 7:00 pm
23	Multicultural Book Discussion :—Jim Grimsley, Guest Author—CCB 108.2:7:00 p.m.
24	7 th Annual Women History Month Celebration: CCB 108.2 Professor Helen de Haven
APRIL	
5	Asian American Pacific Islander Heritage Month Program: Speaker: 7:00 pm Ingram Library Nook Tulu Kaiffee
12	3rd Annual AAMI Recognition Banquet: CCB – 7:00 pm
15	Cultural Heritage Month movie 11am-1:00 pm- Row Hall East Wing Room 212
MAY	
1-31	Asian Pacific Heritage Month Display: Row Hall 2 nd Floor East: 8:30 am – 5:00 pm (M-F)
***	Older Americans Month

INTERESTED IN VOLUNTEERING WITH CDI? CALL US @ 678-839-5253

