

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

Holistic Admissions and Increasing Diversity



*By Mary Parker,
Associate Vice
President for
Enrollment
Management*

President Pershing summed up the importance of holistic admission in this statement: "Improving undergraduate success at the University of Utah is my administration's top priority. Changes in the U's admissions process are designed to help us do that by increasing

retention, advancing academic performance and raising graduation rates." The reason that this statement is so powerful is that holistic admission is about student success and admitting qualified applicants who can embrace and celebrate the rich dimensions of diversity contained within each individual.

Holistic Admission ...What does it mean? How do you apply

it? Will it help or hurt diversity at the University? These were just some of the many questions the university heard as we began to implement holistic admission. One can understand the concern that arose as we were embarking on a new way of doing business for the campus. A new admission process that was not as transparent as the previous one and not as easy to predict access to the university; therefore, one was not able to foresee the impact to diversity.

When you entertain the question, "Does Holistic Admission Help Diversity?" one should automatically think, yes. However many people believed that the University was using this as a mechanism to increase admission requirements while others thought we were lowering our standards. The question always came back to does it help or hurt diversity?

The definition of diversity reads, "to understand that each individual is unique, and recognizing our individual differences." This definition can be applied to holistic admission as well. In holistic admission you look at the whole student not just ACT and GPA but a variety of factors that we know have a bearing on success in college such as but not limited to: depth of high school preparation; a commitment to citizenship and leadership;

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Opening My Eyes to the Human Experience

*By Scott Jensen, Associate Director,
Housing and Residential Education*

It has been an amazing experience being part of the Student Affairs Diversity Council for the past 3+ years. In that time, I have seen quite an evolution on all that the committee has attempted to offer our student affairs colleagues. I cannot pick one area as being more impactful than any other; each has greatly affected my world view by opening my eyes to something I had not previously considered.

I found the trainings to be impactful through hearing other people's stories firsthand and how their identity had shaped who they were and how they had been the recipient or the victim of the system of privilege set up in our society. It is through these stories that my view continues to shift and I learn a greater truth of the human experience.

The speaker series provided an incredible array of topics and approaches; in my time of going having seen people

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Holistic Admissions, cont.

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respect for background, culture, and heritage; and the ability to contribute to and benefit from a culturally and intellectually diverse learning community. So to answer the question, did holistic admission help diversity on our campus, the answer is, yes.

The University of Utah saw an increase in applicants, admits and enrolled students of color for the fall 2013 semester. The following chart depicts enrollment information on underrepresented students.

As you can see holistic admission helps with diversity. Please keep in mind that holistic admission can't be the sole strategy to increase diversity on our campus but it can be one of many that the University is employing.

University of Utah Freshmen Enrollment

	2008	2009	2010	2011	2012	2013
Total Freshmen	2643	2867	3110	3268	3494	3124
Minority N	465	512	650	760	814	843
Minority %	17.6%	17.9%	20.9%	23.3%	23.3%	27.0%

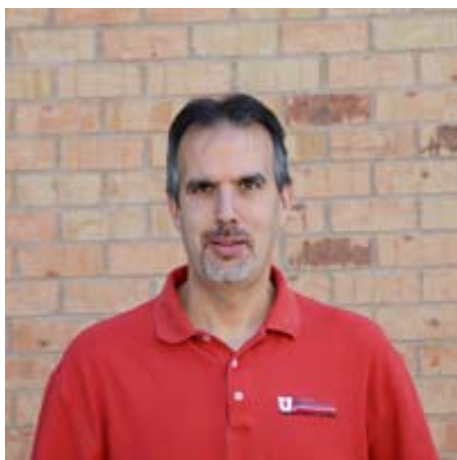
Using holistic admission to achieve diversity does not require quotas nor does it mean admitting unqualified candidates. It means admitting students who can be successful on our campus. It allows us to be able to build a healthy and diverse learning environment appropriate for our mission. The success of the University of Utah depends on it.

Opening My Eyes, Cont.

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talk about how music mirrored issues in our society, the demographic shifts in the state, student actors educating through interactive theater, diversity in religion, and the ability to dialogue with others around these topics. The one that stands out the most, however, is the speaker we had on issues impacting the deaf community. It is an area I had little previous knowledge and profoundly shaped my ability to understand that community- something I previously knew almost nothing about. It is an amazing opportunity we have to spend some of our work week each month learning about topics we may have little knowledge of.

Finally, I have found many of the events I have attended on campus to also be enriching in my development. I



have had the opportunity to attend the Gayla, Pride Week programs, Women's Week programs, MLK speakers, and ASUU sponsored speakers. Of all of these fantastic programs, the one that impacted me most was when the U hosted Charlene Teters to speak on issues related to Native American culture and the use of Native American names and likenesses in sports teams names and logos. I had previously seen her video- "In whose Honor" and found that her approach to education was very effective. I discovered that she was equally impactful in person.

All of these experiences as a whole have positively shaped my ability work with others and ultimately better serve our students. I think it continues to increase by ability to examine when privilege may be in play when decisions are being made. Who gets included in discussions, who do we make exceptions for, who is validated, and who is advocated for are all questions that come into play for me as I look at our daily work and how we make decisions that impact others. I am truly appreciative of the efforts of others to plan and organize these events that I have had the opportunity to attend.

Learning from Challenging Dialogs and Risk

By *Jeremy Homolka, Residential Education Coordinator,
Housing and Residential Education*

Over the past year, I have had the opportunity to engage in the University of Utah's "Creating an Inclusive Campus Community" Certificate Program through the Student Affairs Diversity Council. As a new professional in Student Affairs – fresh out of graduate school – I was excited to begin this process last Fall when I first started at the U. Little did I know then that my excitement would only continue to increase, along with my knowledge and understanding of many diversity and social justice topics. Each aspect of the program, along with the daily experiences within my work, has changed me as a student affairs and higher education professional.



One of my most favorite and most impactful experiences was the three different modules that I attended. These modules provided not only a space for me to personally reflect, but also to engage in discussion and interactions focused on diversity and social justice with other professionals and peers in Student Affairs. These modules did create some anxiety for myself, as the topics can be controversial and have the potential to create conflict. However, it is from those anxious feelings that I know that I was learning, as my comfort-level was being pushed at times. I have believed myself to be someone who learns from challenge and risk and what better way to do that than engaging in thought-provoking and sometimes uncomfortable dialogue. I loved having the opportunity to discuss these topics with individuals from a variety of roles and positions, across a plethora of offices and departments. It has helped me to become more comfortable in discussing certain

issues as a professional with not only other professionals, but also the students that I work with.

In addition to the modules, I have thoroughly enjoyed attending the monthly seminars as well. Each of the seminars, individually in their own way, have provided opportunities for me to continue to develop, learn, and grow. One of the biggest things that I miss about graduate school are the conversations and learning from others. These monthly seminars have helped to fill that void (until the PhD work begins later in life...) for me. Learning for me in these seminars occurs in a multi-faceted way. I learn from the presenter(s), from others in the room, and from reflection within myself. Many of the seminars have provided new and important information for me as a student affairs professional. Some have challenged my way of thinking. Some have been a recap of information I already knew. Regardless of which of these categories a seminar falls into, I have still and will continue to walk away a better professional from each and every one of them.

Lastly, through participating in this certificate program, I have found myself thinking differently and seeing the world through different lenses when I attend campus events focused on social justice (and even when I am just working away in my office). Some of the events I have attended have included the Rev. Jesse Jackson speech in January for the Martin Luther King, Jr. Celebration and several of the Housing & Residential Education Social Justice Advocate programs. When something during these events clicks and reminds me of a moment in one of the seminars or modules, I immediately find myself remembering the thoughts and feelings I had then. I then put on the new lenses and try to see things differently. Sometimes it works easily and other times it takes a little more work – but that's the point, right? This program is focused on working to create a more inclusive campus community here at the U and in order to achieve that, it is going to require change in people – including myself. I can only do it step-by-step, but each aspect of this program has been a step for me and I am grateful that I have had the chance to participate.

Diversity Haikus

Haiku 1

Breaking down our barriers
Drop your defenses take risks
Build bridges and connect

Haiku 2

Barriers crumble
Emotions rise and fall
Take a chance open up



By *Kimberly Clarken,
Administrative Assistant
Student Union*

Upcoming Community & Campus Events

University of Utah Women in Combat
An exhibition of photographs.
December 1st and 2nd
Marriott Library, Level 3

Light One Candle: Donation Drive for Refugee Families
Dec. 2-21, 9am-5pm
More info: www.slco.org

The 24th Annual Native American Holiday Arts Market
Dec. 7-8, 10am-6pm
More info: www.slco.org

Film Screening—Stealing Africa
Tue., Dec. 10, 7pm
Salt Lake Library—Sweet Branch
455 F Street (9th Avenue)



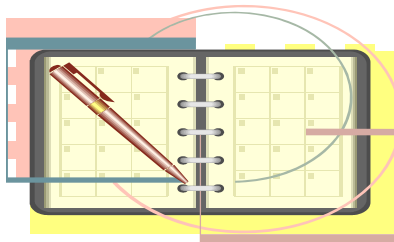
Human Rights Day Celebration
Dec. 10, 6pm-8pm
College of Social Work, Room 111
More info: www.slco.org

Film Screening—Living with ADHD
Wed., Dec. 11, 11:30am-12:20pm
Marriott Library, Room 1170

Crow & Weasel
December 12-14
Kingsbury Hall
<http://kingsburyhall.utah.edu>



Refugee Experience Book Discussion: Running the Rift
Dec. 14, 10am-12pm
Whitmore Library Board Room
More info: www.slco.org



For more information about these and other events, please visit: www.events.utah.edu

January Diversity Seminar



Exploring the Interconnection between Cultural Diversity and Disability

**Wednesday, January 15
12:00-1:30pm
Union Panorama East**

Presenter: Cathy Chambless
Research Associate Center for Public Policy & Administration Coordinator of Disability Studies, Adjunct Faculty.

For more Info, visit: sadc.utah.edu

Upcoming Diversity Modules & SADC Certificate Program

Are you interested in learning about issues around diversity? Do you want to interact with other Student Affairs professionals with similar interests? If so, consider completing the SADC Diversity Training Certificate Program. This program will provide you with the opportunity to learn about issues of diversity in a safe environment, which will be essential to better serve our ever changing student population.

Requirements: Complete all three training modules, attend 5 Student Affairs Diversity Council Speaker Series, attend one campus or community diversity/social justice program or activity, and complete a capstone writing project that is one to two pages in length.

For more information, visit: <http://sadc.utah.edu/trainings.php>

Upcoming Modules

Module 1: January 14, 9am-12pm
Module 2: January 30, 9am-12pm
Module 3: January 31, 9am-12pm
All Modules: March 10, 9am-3pm
Module 1: May 7, 9am-12pm
Module 2: May 8, 9am-12pm
Module 3: May 9, 9am-12pm



For more information and recourses, please visit: sadc.utah.edu

Debra Daniels, Co-chair Women's Resource Center
Kari Ellingson, Co-chair Student Development
Michael Bard, Registrar's Office
Karen Cone-Uemura, Counseling Center
Branden Dalley, Union Administration
Kris Fenn, Bennion Center
Marcy Healy, Conference & Guest Services
Scott Jensen, Housing & Residential Education
Trisha Jensen, Orientation & Leadership Development
Suzanne Jones, Registrar's Office
Chris Macias, TRIO

Carol MacNicholl, Center for Disability Services
Pablo Martinez, Office of Admissions
Kai Medina-Martinez, LGBT Center
Susan Miller, Campus Recreation
Sana Muller, ASUU
Rachana Patel, Office of Admissions
Cynthia Powell, Student Health Center
Valery Pozo, Career Services
Erica Rojas, Financial Aid & Scholarships
Belinda Otukolo Saltiban, Diversity & Inclusion
Adam Sibenaller, HRE, AREC