



MAY 9 - 11, 2013



UNIVERSITY *of*
DENVER

CENTER for MULTICULTURAL EXCELLENCE

UNIVERSITY OF DENVER
12TH ANNUAL DIVERSITY SUMMIT ON INCLUSIVE EXCELLENCE
CHAMPIONING EQUITY TO INSPIRE CHANGE

Welcome

Twelve years ago, the Diversity Summit began with a few undergraduate students coming together to talk about diversity. Six years ago, the University of Denver made an institutional commitment to Inclusive Excellence, the philosophical and practical concept that inclusiveness and excellence are one in the same, and in that time the Summit has grown from twenty-five to more than six hundred participants. Originally, the Diversity Summit highlighted the success and goals of DU administration, faculty, staff and students but has grown to incorporate leaders in diversity and Inclusive Excellence outside the DU community. Historically, the Diversity Summit has featured keynotes that are active within academia, with last year being the first year to host a keynote from the business sector.

The over-arching theme this year is, “**Championing Equity to Inspire Change**”. This theme was selected to build on two other events hosted on the DU campus - Keyes v. District I (the Law School Review Symposium) and the DU Women’s Conference - Harnessing the Power of Title IX. The 2013 Diversity Summit theme will provide the structure to focus on the challenges of equity in the higher education and some of the broader issues that impact access to higher education for historically underrepresented students and within societal structures (faculty, staff and administrators).

A new addition to the Summit for 2013 is the **Think Tank for Equity**. The Think Tank is a body of practitioners, scholars, policy makers and community members engaged in critical inquiry aimed at transformative action; harnessing experience and knowledge to realize educational equity in Colorado. All Summit participants are invited to participate in this period of reflection, discussion, and action.

Another new addition to the Summit for 2013 is an additional day of activity known as the **Day of Action**. The 2013 Day of Action will be a full day of hands-on outreach to future students and their families. We will host nearly 400 kindergarten through fifth grade students and parents from Munroe Elementary School on the University of Denver campus in order to help these families better understand the process of preparing for college. The majority of the visiting students would be the first in their family to attend college. To accomplish this massive college access event, we have recruited volunteers and student groups from across the campus to serve as Guides to demonstrate and explain what being in college is all about.

To help guide *you* through what promises to be an exciting and invigorating Summit, please review the information in this e-program for details. You will find information on each of the sessions and workshops offered throughout the day as well as presenter biographies.

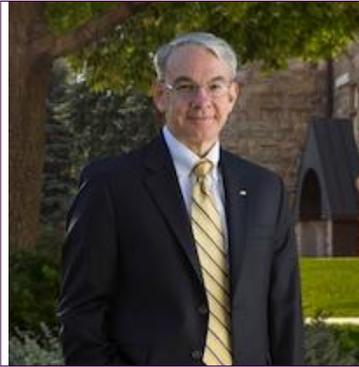
The Diversity Summit for Inclusive Excellence is truly a campus-wide effort. We greatly appreciate the wide-spread commitment and dedication to advancing Inclusive Excellence at the University of Denver that is evident through the volunteers, workshop presenters, speakers and sponsors. This event belongs to the University community as a whole. We look forward to your participation in the Summit and know you will leave the event inspired to impact change in areas of your life in which you have influence.

Thank you for supporting the Summit and for your commitment to being champions of equity and inspiring change.

Stuart Portman
Co-Chair, 2013 Diversity Summit
Vice-Chair, Undergraduate Student
Government Diversity Committee

Johanna Leyba, MA
Co-Chair, 2013 Diversity Summit
Assistant Provost for Inclusive Excellence
Center for Multicultural Excellence

CHANCELLOR'S DIVERSITY STATEMENT



The University of Denver is a great private university dedicated to the public good. This greatness and dedication to the public good must be manifested in the kinds of people that we graduate, what they do with their lives and in the manner in which we leverage our collective intellectual capital against the great issues of the day.

We believe that one mark of a leading university is its commitment to diversity and the concomitant practice of recognizing and valuing the rich experiences and world views of individuals and groups.

Diversity yields many benefits to institutions that successfully cultivate diversity within their educational, research and community service activities. By achieving and maintaining a multicultural constituency of administrators, faculty, students and staff, an institution successfully connects with the demographic reality of society. The institution gains an edge in educational and research opportunities and in preparing students for living and working in an increasingly diverse and global society.

The University of Denver community is strongly committed to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion.

The University's commitment to diversity in particular requires that we attract members of historically under-represented racial and ethnic groups. To create a rich academic, intellectual and cultural environment for everyone, our concern must extend beyond representation to genuine participation.

Our commitment must entail the creation of initiatives and programs designed to capitalize on the benefits of diversity in education, research and service. In sum, our actions must speak louder than our words. We also believe that in order to achieve our goals, we must create a campus climate with an ethos of respect, understanding and appreciation of individual and group differences. We must encourage the pursuit of social justice within and outside the institution.

A positive campus climate requires the University's sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. We aim for change within the University and ultimately, beyond the University. We seek to be leaders in the creation of a more inclusive and just world.

For more information about our efforts to ensure that the University of Denver continues to be an exceptional private institution that seeks to achieve excellence through diversity, please visit the Center for Multicultural Excellence.

Robert Coombe

Chancellor

University of Denver

2013 SUMMIT PLANNING COMMITTEE

Evette Allen
*Graduate Research Assistant
Center for Multicultural Excellence*

Kyle Benson
*University Student Government
Diversity Committee*

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Office of Campus Life

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Undergraduate Student

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*Division of Marketing and
Communications*

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*International Student
and Scholar Services*

Dahisy Cano
Undergraduate Student

Alicia Carter
Undergraduate Student

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*Center for Community Engagement
and Service Learning*

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*Penrose Collections at the
Anderson Academic Commons*

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*Inclusive Excellence Graduate Fellow
Center for Multicultural Excellence*

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Johanna Leyba
*Co-Chair, Diversity Summit
on Inclusive Excellence
Center for Multicultural Excellence*

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Center for Multicultural Excellence

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Catherine Orsborn
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Maria Ory
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*Co-Chair, Diversity Summit
on Inclusive Excellence*

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Office of Undergraduate Admissions

Gladys Villa
Undergraduate Student

Eugene Walls
Graduate School of Social Work

Katie Watt
*Division of Marketing and
Communications*

Katrina Yoshida
*Undergraduate Student Government
Diversity Committee*

2013 SUMMIT SPONSORS

CHAMPION LEVEL (\$5,000 OR MORE)

Center for Multicultural Excellence
Office of the Provost
Think Tank on Equity (Participating Schools)
Undergraduate Student Government Diversity Committee

ALLY LEVEL (\$2,500 - \$4,999)

Public Service Credit Union
University of Denver Programming Board (DUPB)

PROMOTER LEVEL (\$1,000 - \$2,499)

Daniels College of Business
The Denver Foundation
Graduate Student Government
Knoebel School of Hospitality Management,
Daniels College of Business
Office for Teaching & Learning
Sturm College of Law
University College

ADVOCATE LEVEL (\$100 - \$999)

Alumni Relations
Asian Student Alliance
Center for Community Engagement and Service Learning
Center for Judaic Studies
Department of Physics and Astronomy
Division of Athletics and Recreation
Division of Campus Life
Faculty Senate
Gender and Women's Studies Program
Josef Korbel School of International Studies
Office of Internationalization
Office of Undergraduate Admissions
Office of University Advancement
Penrose Collections at the Anderson Academic Commons
School of Engineering and Computer Science
Special Community Programs, Office of the Provost
Undergraduate Academic Programs
University of Denver Volunteers in Partnership (VIP)



2013 SUMMIT AGENDA

Thursday, May 9, 2013

8:00 am - 9:00 am	Registration and Continental Breakfast	TBA
	Think Tank for Equity	TBA
	Think Tank for Equity is a body of practitioners, scholars, policy makers and community members engaged in critical inquiry aimed at transformative action; harnessing experience and knowledge to realize educational equity in Colorado.	
9:00 am - 10:45 am	Welcome, Introductions and Opening Panel	TBA
	Current Access Challenges in Colorado	
11:00 am - 12:30 pm	Breakout Sessions	TBA
12:30 pm - 2:00 pm	Luncheon and Panel Discussion	
	“The Role of Foundations in Post-secondary Access and Success”	
2:00 pm - 2:30 pm	Break	
2:30 pm - 4:30 pm	Working Sessions and Workshops	TBA
4:45 pm - 5:45 pm	Presentations from Working Sessions	TBA
6:00 pm - 8:30 pm	Summit Opening Reception and Keynote Address	
	Dr. Pedro Noguera, Peter L. Agnew Professor of Education at New York University Newman Center for the Performing Arts	

Friday, May 10, 2013

8:30 am - 9:30 am	Registration / Continental Breakfast	
9:30 am - 11:00 am	Opening Session / Panel Discussion	Sturm Hall - Davis Auditorium
	“You Can’t Manage What You Don’t Measure: A Look at the Widening Inequities Between Black and Latino Coloradoans and Whites”	
	Kathy White - Deputy Director, Colorado Fiscal Institute	
11:15 am - 12:15 pm	Workshop Session 1	Sturm Hall
12:30 pm - 2:00 pm	Luncheon and Awards	Driscoll Center Ballroom
	“The Status of Inclusive Excellence at the University of Denver”	
	Dr. Frank Tuitt - Associate Provost for Inclusive Excellence University of Denver	
	Champion of Change Awards	
2:15 pm - 3:15 pm	Workshop Session 2	Sturm Hall
3:30 pm - 4:30 pm	Workshop Session 3	Sturm Hall
4:30 pm - 6:00 pm	Summit Conclusion / Call to Action Reception	
	Knoebel School for Hospitality Management Tuscan Ballroom	

Saturday, May 11, 2013 - DAY OF ACTION

All Activities in Sturm Hall

9:00 am - 9:30 am	Welcome Future Pioneers
9:45 am - 12:15 pm	Department Sessions and Demonstrations
12:30 pm - 1:15 pm	Lunch and Chat with DU Students
	Lunch for Parents / Presentation on Admissions
1:30 pm - 2:00 pm	Residence Hall Tour and Presentation
2:15 pm - 2:30 pm	Thanks and Closing Remarks

6:00 PM - 8:30 PM THURSDAY, MAY 9, 2013
SUMMIT OPENING RECEPTION & KEYNOTE ADDRESS

DR. PEDRO NOGUERA

Peter L. Agnew Professor of Education, New York University



Pedro Noguera is the Peter L Agnew Professor of Education at New York University. Noguera is an urban sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. He holds faculty appointments in the departments of Teaching and Learning and Humanities and Social Sciences at the Steinhardt School of Culture, Education and Development, as well as in the Department of Sociology at New York University. Dr Noguera is also the Executive Director of the Metropolitan Center for Urban Education, and the Co-Director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). In 2008, he was appointed by the Governor of New York to serve on the State University of New York Board of Trustees.

Dr Noguera received his bachelor's degree in Sociology and History, and a teaching credential from Brown University in 1981. He earned his Masters degree in Sociology from Brown in 1982, and his doctorate in Sociology from the University of California, Berkeley in 1989. Dr Noguera was a classroom teacher in public schools in Providence, RI and Oakland, CA. He has held tenured faculty appoints at the Harvard Graduate School of Education (2000-2003), where he was named the Judith K Dimon Professor of Communities and Schools and at UC Berkeley (1990-2000), where he was also the Director of the Institute for the Study of Social Change. He has published over one hundred and fifty research articles, monographs and research reports on topics such as urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. His work has appeared in multiple major research journals.

Dr. Noguera is the author of *The Imperatives of Power: Political Change and the Social Basis of Regime Support in Grenada* (Peter Lang Publishers, 1997), *City Schools and the American Dream* (Teachers College Press, 2003), *Unfinished Business: Closing the Achievement Gap in Our Nation's Schools* (Josey Bass, 2006) *City Kids, City Teachers*, with Bill Ayers and Greg Michie (New Press, 2008), and *The Trouble With Black Boys... and Other Reflections on Race, Equity and the Future of Public Education* (Wiley & Sons, 2008). Dr Noguera appears as a regular commentator on educational issues on CNN, National Public Radio, and other national news outlets.

9:30 AM - 11:00 AM FRIDAY, MAY 10, 2013
KEYNOTE ADDRESS / PANEL DISCUSSION

“You Can’t Manage What you Don’t Measure: A Look at the Widening Inequities Between Black and Latino Coloradoans and Whites”



Kathy White
Deputy Director



Chris Stiffler
Staff Economist

Colorado Fiscal Institute

The **Losing Ground Project** analyzed 60 years of Census data to uncover disturbing trends of growing inequality between Black and Latino Coloradans and their White counterparts. The project revealed widening gaps in income, educational attainment and home ownership, as well as deep disparities in health and access to justice, this despite Colorado’s rich history of early civil rights advancements. How could these trends have gone unnoticed and unaddressed for so long?

Colorado Fiscal Institute (CFI) will answer that question by engaging the audience in a discussion of a Colorado Genuine Progress Indicator or Genuine Prosperity Index (GPI). CFI contends that these trends have gone unanswered because, like most of the nation, Colorado took its eyes off the prize and limited the conversation about social and



economic progress to economic growth.

Colorado Fiscal Institute provides credible, independent and accessible information and analysis of fiscal and economic issues facing Colorado. Our aim is to inform policy debates and contribute to sound decisions that improve the well-being of individuals, communities and the state as a whole.

Through high quality research, strategic communications, statewide education and advocacy, the Colorado Fiscal Institute addresses one of the most pressing issues of our time: how to promote widespread prosperity. CFI uniquely focuses on the fiscal and economic implications of policy affecting working families as well as how public resources are allocated to meet public needs. Too often, what things cost and how they will be paid for are secondary considerations. At CFI, who pays for services, the methods used to raise revenue, the economic impact of public investments and the role of public services on the economy, communities and individuals are our top priorities.

In Colorado, with TABOR (Taxpayer’s Bill of Rights) and related constitutional provisions, analyzing how resources are raised and allocated is critically important to the state’s future. CFI’s work supports the efforts of a range of advocacy organizations with expertise in particular policy areas to develop stronger voices for expanding the middle class and promoting economic prosperity. To learn more, please email info@coloradofiscal.org.

11:15 AM - 12:15 PM FRIDAY, MAY 10, 2013

WORKSHOP SESSION 1

“Are You Legal?” The Latino Diaspora and the Role of Culturally Responsive Literacy

Priscilla Falcon, PhD

Professor of Hispanic Studies

Department of Hispanic Studies - University of Northern Colorado

Location: Sturm Hall 234

This presentation will guide participants through challenge of engaging in dialogue about race, immigration and inequalities. Participants will be provided with background information and presented with a series of questions to guide the discussion. This section will look at how a Culturally Responsive framework can help participants navigate difficult topics such as immigration.

Priscilla Falcon holds an MA and PhD in International Relations from the University of Denver, and has served as Professor at the University of Northern Colorado in Greeley for 16 years. She was a social activist in the Chicano Civil Rights Student Movement, and a volunteer at Al Frente de Lucha, a community-based organization that supported migrants during the immigration raids in 2006.

A Millennial View: Racial Attitudes, Social Justice, and Leadership in the African American Community

Carolyn Love, PhD

Principal Consultant - Kebaya Coaching ~ Consulting

Location: Sturm Hall 287

The social climate has changes since Anna Julia Cooper spoke these words. The millennial generation is touted as the most racially and ethnically diverse generation in United States history. This workshop focuses on African American women in the millennial generation. It will provide the participants with the opportunity to learn about and discuss how race influences the social justice work of young African American women.

Carolyn Love is Principal of Kebaya Coaching ~ Consulting, Inc., a leadership coaching, training and organization development company. Founded in June 2004, the vision of the company is to create a more civil and just society by working with leaders committed to expanding their capacity to lead effectively in diverse environments. Carolyn has extensive experience working in the nonprofit, private and public sectors. Carolyn is an educator, facilitator, workshop presenter, coach, and organization development consultant. As a Colorado Trust Fellow, Carolyn received a Masters in Nonprofit Management from Regis University and a PhD from Antioch University in Yellow Springs, OH. The focus of her studies is leadership and change. Carolyn enjoys hiking, jazz and spending time with her daughter, son-in-law and grandchildren.

Global Inequities in Education: A Human Rights Violation

Taylor Gibson

*Education and Research Coordinator, Center on Rights Development
Josef Korbel School of International Studies - University of Denver*

Location: Sturm Hall 310

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Yet millions of children and adults remain deprived of educational opportunities, many as a result of poverty. Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens. This workshop will explore contemporary issues in global education, including successes, failures, and what's being done to promote this basic human right afforded to all people.

Taylor Gibson is the Research and Education Coordinator for the Center on Rights Development at the Josef Korbel School of International Studies. She is a second year M.A. candidate in the International Human Rights program with a concentration in Gender and Human Security. Taylor has spent time in Sierra Leone working at a hospital developing public health initiatives and interned for A Thousand Sisters, an advocacy group dedicated to ending sexual violence against women in the Democratic Republic of the Congo and Somalia. She earned a B.A. in History and Political Science from Alma College.

Health and Healthcare: Enabler or Barrier to Decision Making for Diverse Populations

Jandel Allen-Davis, MD

*Vice President, Government and External Relations
Kaiser Permanente Colorado*

Location: Lindsay Auditorium

The approach to teaching diversity practices has evolved over decades. Today we talk about inclusiveness, wherein communities recognize that solutions will require many sectors and multiple simultaneous approaches if we are to achieve the overarching goal of equity and equality. There are few aspects of the diversity/inclusiveness tapestry more critical to address than health and health equity. Health disparities continue to plague our nation because of the complex interplay between biology and environment and their impacts on individual and community health. In this workshop, using interactive technology and case profiles, participants will have an opportunity to explore their and society's knowledge, attitudes and behaviors regarding health, health access, and health disparities. The anticipated outcome is that we will walk away with a broader understanding of the requirements to improve health for diverse communities that moves from simply learning about clinical cultural competency to working upstream from the health care setting into the community to consider barriers and potential enablers.

Jandel Allen-Davis is board certified in obstetrics and gynecology, and after 25 years of caring for patients, transitioned from a physician leader to Kaiser Permanente's Health Plan Leadership team. A graduate of Dartmouth College and Dartmouth Medical School, she completed her residency at Thomas Jefferson University Hospital in Philadelphia. Before coming to work at Kaiser Permanente, she was an assistant professor of obstetrics and gynecology at the University of Colorado Health Sciences Center and spent four years in the Indian Health Service in Tuba City, AZ, during which time she also served as member and chair of the American College of Obstetrician Gynecologists' Committee on Alaska Native and Indian Affairs. Jandel believes health care will improve when all the primary stakeholder groups - clinicians, patients, elected officials, community leaders, and employers - can collaborate effectively to put the patient at the center.

Helping DU International Students by Using Universal Design for Learning Principles and Strategies

Jimmie Smith, MEd

Director, Learning Effectiveness Program

Mary Boevers, MEd

Director, International Student and Scholar Services

University of Denver

Location: Sturm Hall 335

The session will introduce the current and historical international student statistics at DU as a reference point for the session. We will also identify particular challenges that learners who come from a different educational system and/or culture and are working in a second language environment may face. Basic principles of Universal Design will be presented, highlighting the emphasis on equal access to learning and its benefits for international students. There will be time for an open discussion at the end of the presentation.

Jimmie Smith has worked in the field of education for over 35 years. Education is her career of choice and equipping students with tools for success is her passion. Although her background spreads from the K-12 system to the community college and the university system, at the present time she is the Director of the Learning Effectiveness Program at the University of Denver. This program provides academic support to students at the University of Denver with learning disabilities, ADHD, or a history of learning differences. Jimmie has also introduced the faculty and staff at the university to Universal Design for Learning (UDL). She is an accomplished speaker and has provided many trainings, and workshops on topics, such as, UDL, Learning Styles, Learning Disabilities, Working with Children with ADHD, Disability Etiquette, and Choosing the Right College and Support Program, for faculty and staff across the campus as well as in the community, out of state, at national conferences, and most recently at the World Universities Forum, Vancouver, Canada. She is presently writing a chapter on Universal Design for Learning and the On-Line Course Curriculum for a book that will be published in the fall.

Mary Boevers has worked in the field of International Education for more than 30 years in a huge variety of positions and responsibilities. Since late 2007, she has been Director of International Students and Scholar Services, at the University of Denver. Prior to that, she was an International Student and Scholar Advisor in International Programs at Colorado State University for five years. Mary has had many different positions within international education over the years, to include living overseas as a student, an international exchange administrator, an English teacher and a military officer/diplomat spouse for over 16 years in Germany, Austria, Finland, and the Republic of Korea. While living in the US and prior to coming to Colorado, she was a high school exchange program regional director in the Washington, DC area, Assistant Director at the Office of International Programs at George Mason University and a dedicated volunteer for numerous programs promoting international education and exchange, to include: NAFSA: Association of International Educators, AFS International, George Mason University International Programs, Visiting Military Spouse Programs at Fort Benning, GA and Fort Leavenworth, KS and Fairfax County, VA ESL community classes and Elementary After-school Foreign Language Programs.

How to Maximize Communication Between Men and Women

Claire Damken Brown, PhD

President, Damken Brown and Associates, Inc.

Location: Sturm Hall 233

Men and women DO have unique communication styles that don't always mesh well. Code Switching offers a way of "reaching across the aisle" to open the lines of communication. It helps both women and men crack the gender code and speak in common terms, so work gets done, conflict gets resolved, and mutual understanding and respect prevail at work and beyond. Code Switching is the ability to use your knowledge of two or more cultures or languages and switch between them, depending on the situation, to best communicate your message. The concept of code switching is used as a method to improve communication between men and women.

Claire Damken Brown, a national consultant, seminar leader, and author, has 25 years of corporate experience directing diversity and equal opportunity departments in Fortune 50 companies where she managed diversity strategies, discrimination case investigations, conflict resolution and training. Her doctorate focused on male/female workplace communication. Damken Brown and Associates, Inc. is committed to building inclusive leadership skills and harassment-free workplaces. She is coauthor of three books: *Conflict and Diversity* (Hampton Press 1997), *Code Switching: How to Talk So Men Will Listen* (Alpha/Penguin, 2009), and *The Gender Communication Handbook: Conquering Conversational Collisions Between Men and Women* (Pfeiffer/Wiley, 2012).

Methodology of Culture: Teaching Diversity through (Foreign) Films

Julia Khrebtan Hoerhager

Assistant Professor

Eva Heinrich

German Lecturer

Department Languages and Literatures - University of Denver

Location: Sturm Hall 379

This workshop critically addresses the cross-cultural challenges international and study-abroad students have to face in the process of (geographical and metaphorical) world travel and demonstrates how a better interaction and re-connection with culture can be facilitated with the help of authentic foreign films with intercultural topicality. This project illustrates the importance of intercultural cinematography as powerful means of gaining cultural awareness and promoting inclusive cross-cultural dialogue. The presentation will consist of two parts: theoretical framework and a hands-on workshop with short film's analysis and discussion.

Julia Khrebtan-Hoerhager is an Assistant Professor of Communication at Colorado State University in Fort Collins, Lecturer of Communication at University of Colorado at Denver, as well as Lecturer of German and Italian at the University of Denver. Julia's research and teaching interests are in intercultural and international communication, European studies and globalization, international cinematography, and critical media studies. She is a recipient of the Top Paper Award from the Intercultural Communication Division of the International Communication Association. Her publications address issues of transnational citizenship, identity, transformation, and cross-cultural dialogue in contemporary European and American cinematography. Feminist perspectives on communication, as well as business and leadership with a global mindset are further areas of her research.

Eva Heinrich received her MA in German Studies from the Humboldt-Universität in Berlin. She specialized in historical linguistics and medieval German literature, and holds a certificate for teaching German as a foreign language from the Goethe Institute. She also holds an MA in musicology and is interested in ethnomusicology and the psychology of music. She is a member of the American Association of Teachers of German (AATG) and of the Deutscher Germanistenverband (DGV). She has worked as a translator for software localization in Germany, and currently works as an author and editor for the German textbook publisher, Cornelsen.

Repairing Impact by Championing Restorative Practices

Adam V. Brown

Assistant Director of Student Conduct

Kristin Olson

Director of Student Conduct

Office of Student Life - University of Denver

Location: Sturm Hall 275

Restorative Justice gives people the opportunity to share their voices and perspectives on a situation to repair any damage or harm that may have been caused to a community through a person's actions. This workshop will include a panel of speakers moderated to demonstrate the variety of areas where Restorative Justice can be used throughout society. The intention of the session is to provide participants with examples and strategies in ensuring all members of

society or communities have a voice in disagreements and can work toward justice and healing.

Adam Brown completed his undergraduate degree from Old Dominion University in Norfolk, Virginia in with a BS in Human Communications and a minor in Sociology. During his senior year at ODU he was exposed to many different aspects of human and societal development. Through this experience, he developed an interest in different forms of community building and discovered the field of conflict resolution. After doing some community-based work, Adam made the trek across the country to attend DU to pursue his MA in Conflict Resolution with a focus in Higher Education and Community Development, after which, he decided to continue and follow his passions by pursuing another MA in Higher Education with an emphasis in Diversity in Higher Learning. Adam is involved in a number of community-based non-profit organizations and organizing committees, and really doesn't like writing in the third person.

Strategies for Access and Success for Post-Traditional Students at the Colorado Women's College

Carmen Madrid, MA
Lead Academic Adviser

Jenny Williamson, MA
Admissions Counselor

Alisha Elliott
Inclusive Excellence Fellow

Arthur Jones, PhD
Associate Dean, Inclusive Excellence
Colorado Women's College - University of Denver

Location: Sturm Hall 186

The workshop will highlight strategies utilized by the Colorado Women's College to recruit and support post-traditional students in an all Women's College. Colorado Women's College has over a 100 year track record of providing college access to historically underrepresented women from diverse backgrounds. Panelists will share examples of how faculty and staff engage in unique ways to encourage women to attend CWC and how they are able to create a supportive and inclusive environment for success. These strategies help to support an increase in equity of college access and retention for historically underrepresented women.

Carmen Madrid is the lead academic adviser with interests in student access and retention. She has been at University of Denver's Colorado Women's College for almost four years, and has had rich experiences working on new student orientation. She currently works to help Inclusive Excellence at CWC grow into a strong program that incorporates inclusivity throughout the college's programming.

Jenny Williamson has worked as Admission Counselor for the past two years, primarily recruiting community college transfer students to go on to pursue their bachelor's degrees. She is well versed in working with post-traditional students and students from different cultures and backgrounds. She is currently working on a second Masters degree in digital communication.

Alisha Elliott has been the Inclusive Excellence Fellow at Colorado Women's College for the past two years, and was the organizer of this year's One Book One College. Seven films regarding health disparities of ethnic minorities were shown in conjunction with the book, *The Immortal Life of Henrietta Lacks*. Alisha will graduate with a Masters in Higher Education in June.

Arthur Jones is Associate Dean of Inclusive Excellence at Colorado Women's College and ensures that inclusivity is part of all aspects of student life, including the classroom and curricula. He recently started the weekly newsletter *Happenings* to announce events of interest at CWC as well as on the DU campus and in the community that are focused on aspects of diversity and inclusion.

Senior Administrator Forum

Location: Ruffatto Hall 105

12:30 PM - 2:00 PM FRIDAY, MAY 10, 2013
LUNCHEON AND AWARDS

“The Status of Inclusive Excellence at the University of Denver”



Dr. Frank Tuitt
Associate Provost for Inclusive Excellence
University of Denver

2013 Provost’s Champion of Change Awards

Marin Klostermeier
Undergraduate Student

Sujie Kim
Graduate Student

Dr. Hava Gordon
Faculty

Kristin Olson
Staff

Dr. William Cross
Alumni Achievement

Inclusive Excellence at the University of Denver encompasses inclusion, acceptance, respect, and empowerment. This means understanding that each individual is unique; and that our commonalities and differences make the contributions we offer all the more valuable. This diversity includes dimensions such as race, ethnicity, and national and regional origins; sex, gender identity/expression; sexual orientation, socioeconomic status, age, physical attributes, and abilities; as well as religious, political, cultural, and intellectual ideologies and practices.

This year, The Center for Multicultural Excellence and the Diversity Summit recognizes individuals from across the campus have demonstrated outstanding accomplishments and contribute to advancing the tenants of Inclusive Excellence at the University of Denver through exemplary leadership.

In the past, this award has been called the Profiles of Excellence Awards. We have changed the name to the Champions of Change, and made them a part of the Annual Diversity Summit in an effort to expand the recognition of these exceptional individuals.

2:15 PM - 3:15 PM FRIDAY, MAY 10, 2013

WORKSHOP SESSION 2

Access to Healthcare / Health Care Reform: Opportunities to Reduce Health Disparities

Tracy Johnson, PhD

Director of Health Care Reform Initiatives - Denver Health

Location: Sturm Hall - Lindsay Auditorium

The Institute of Medicine's (IOM) model of access to health services includes personal, financial, and structural barriers, health service utilization, and mediators of care. This session will focus on the opportunities presented by federal health care reform to reduce health disparities in these multiple dimensions of health care access.

Tracy Johnson joined Denver Health and Hospital Authority (DHHA) in 2010 as special assistant to the CEO, and then as Director of Health Care Reform Initiatives. She is responsible for assisting DHHA with the implementation of federal health reform, including development of the DHHA health insurance exchange strategy and qualified health plan design. Her specific areas of expertise include: access and coverage, payment/delivery system design, quality of care, safety net providers, and vulnerable populations. Previously, she served as president of Health Policy Solutions (HPS), a private consulting firm that specialized in health policy analysis, health services research, and evaluation. Relevant HPS contracts included: providing technical assistance to two governor-appointed commissions on health reform, preparing policy briefs for the State of Colorado on health insurance exchanges, advising the state Medicaid agency on issues related to coverage and delivery system reform, and serving as survey director to the Colorado Household Survey (2001) on health care access/coverage. Dr. Johnson holds a PhD in Health Policy and Management from the Johns Hopkins School of Hygiene and Public Health (1998) and an MA in Bioethics from the University of Virginia (1992).

Campus Movements in the Age of Social Media Activism

Sujie Kim

Inclusive Excellence Fellow

Graduate Student, Higher Education

Morgridge College of Education - University of Denver

Yvette I. Lerma

Inclusive Excellence Fellow

Graduate Student, Higher Education

Location: Sturm Hall - 333

This session will address the many facets of movement organizing. The presenters will share personal experiences as well as case studies, historical background, and strategies for organizing protests and demonstrations. We will integrate the use of social media as the context for creating and developing movements. This will include interactive activity that will allow participants to apply promising strategies at various stages of organizing. Participants will gain knowledge pertaining to all of the topics and will leave being able to engage in or support current and future campus movements. They will be provided with tools addressing intentionally inclusive movement organizing.

Sujie Kim is pursuing a Masters in Higher Education with a focus in College Student Development at DU's Morgridge College of Education. Previously, she earned her BA in English from the Ohio State University.

Yvette Lerma earned her BS in Sociology with three minors including Gender and Sexuality Studies, Women's Studies and Latina Studies from the Pennsylvania State University. She is currently a Masters candidate in the Higher Education Program within the Morgridge College of Education.

Crafting a Brand, Making a Mascot

Will Guy
Co-Founder

Sam Estenson
Co-Founder

Cora Foley
Vice President

*Mascot Task Force - Emergent Digital Practices
Arts, Humanities and Social Sciences - University of Denver*

Location: Sturm Hall 287

A mascot is a rallying point of a university or college, professional sports team, brand, military unit, etc. Through our workshop we will discuss a brief history of mascots and transitions in relation to the University of Denver and elsewhere. In addition, we plan on discussing how one person can make a difference, even in the face of long standing conflict. We will further discuss the process of the new University of Denver official mascot initiative, how it was begun, the steps we have taken to involve members of the community, and where we hope to finish.

Will Guy is currently a junior at the University of Denver, studying Emergent Digital Practices with a minor in Marketing. He transferred to DU in the winter of 2012 from Boston University, and founded Mascot Task Force with Sam Estenson in the winter of 2013 after meeting with the Chancellor in the fall of 2012.

Sam Estenson is currently pursuing a degree in Intercultural Communication and Foreign Languages, with minors in Leadership and Business at DU. Having grown up in the tiny college town of Northfield, MN (population 20,000), coming to Denver has been quite a change of scenes and an incredible learning experience.

Cora Foley is from New City, NY and is studying Finance with a minor in Legal Studies at DU. She plans to study abroad in Argentina in the fall of 2013.

Cultural Intelligence in Health Services

José R. Gomez

*Diversity and Inclusiveness Lead Consultant
Multicultural Solutions, Inclusion and Diversity Consulting*

Location: Sturm Hall 187

With the increasing diversity of the U.S. population, health service providers must be aware of the influences that culture has on psychological processes, illnesses, service delivery and the ways that different people seek help. They must also be aware of the vast variety within groups. This workshop will provide an overview of the national and state changing demographics, challenges and opportunities within health service delivery in the face of these rapid changes, and offer tools to address the challenges in the health services sector. Participants will also learn through hands-on, experiential exercises.

José Gomez is the founder and Lead Consultant for Multicultural Solution, LLC, a diversity, inclusiveness and bilingual training consulting practice based in Denver. With Multicultural Solutions, LLC, José has successfully designed and executed domestic and global workforce, market-place and community diversity and inclusion strategies, and cultural competence training programs within the public and private sectors. He successfully finalized the design, and executed the implementation of the Global Cultural Competence Leadership Training for FORTUNE 500 companies in Latin America, Europe and the United States. He has also implemented several cultural competence assessments and trainings in the health and non-profit areas utilizing intercultural development models. José has participated in numerous inclusion, cultural competence, multicultural marketing and leadership training programs from leading national organizations. José holds an undergraduate degree from the University of Illinois at Urbana-Champaign.

Faculty Forum

Location: Ruffatto Hall 105

Grassroots Diversity Organization Development

Lisa McFadyen-Ketchum

Rachel Lynn Miller

Aleja Parsons

Doctoral Candidates, Child Clinical Psychology - University of Denver

Location Sturm Hall 312

This panel will be composed of leaders of grassroots groups serving diverse communities both on campus and in the community. Panel members will discuss their personal experiences and offer expertise in forming grassroots organizations focused on promoting diversity. The panel will include representatives from the Multicultural Interest Group (MIG) in the Psychology Doctoral Program, the founder of the Psychology Advocates for Community Engagement (PACE) group, the president of a grassroots undergraduate group, a pioneer in the community who has founded their own organization, and a faculty advocate for inclusivity at the University of Denver. The overall goal of the session is to provide a variety of perspectives on the establishment of grassroots organizations, as well as to provide practical startup tools and techniques, build local connections, and motivate participants to initiate groups focused on diversity within their communities.

Lisa McFadyen-Ketchum is a graduate student in the developmental psychology PhD program. She has 8 years combined research experience in molecular developmental neuroscience. Lisa is generally interested in risk and resilience in infants and toddlers with a particular emphasis on school readiness. In the Watamura lab she explores the relationship between physiologic stress reactivity and developmental trajectories in early childhood. Currently she is assisting on an upcoming project examining the role of parents in buffering their children from stress, as well as, investigating the potential cognitive benefits of physical activity in preschoolers. While at DU she hopes to merge her previous work with animal models, and her current training with the goal of generating cross-disciplinary translational research.

Rachel Lynn Miller is pursuing her PhD as a second year graduate student at the University of Denver. Her research interests include adolescent and young adult romantic relationships, couples relationships, and providing models for healthy adolescent and young-adult romantic relationships. Her Masters thesis assesses longitudinal changes in behaviors and feelings before and after initiation of sexual intercourse. Originally from Denver, Rachel holds a BA in Romance Languages from Carleton College and a BA in Psychology from the University of Colorado at Denver.

Aleja Parsons is pursuing her PhD as a second year graduate student at the University of Denver. Her research interests include exploring how culturally unique experiences impact African American marital relationships and family structures. Aleja is currently working on her Masters thesis which will focus on how attitudes towards marriage, divorce and cohabitation impact dating decisions and relationship satisfaction. Originally from Atlanta, GA, Aleja received her BS in Psychology from Howard University (2010), after which she spent a year volunteering in Senegal, which inspired her future goals to apply a global perspective to the advancement of research on African American couples.

Life and We Know It: Deconstructing Gender Inequalities and the Stereotypes They Come From

Dennis Jackson

Resident Director, Housing and Residence Education - University of Denver

Location: Sturm Hall 410

This workshop will provide information that support the notion that there still remains inequalities in our society based on gender. Examples will be shared from popular pop culture that examine how male and female gender roles are

portrayed in the media. Participants will be encouraged to engage in a discussion from images shared. After these concepts are discussed in the general aspect, questions will be asked that will get the audience to narrow these ideas to the university setting so that they can continue deconstructing their own environment and figuring out ways to address these issues personally.

Dennis Jackson is currently a second year PhD student in the Higher Education program the University of Denver. He is also a Resident Director at Johnson-MacFarlane Residence Hall. Dennis received his BSBA degree in Business Management and MA in College Student Development from Appalachian State University. In addition to the University of Denver, Dennis has held professional positions at San Diego State University and Gardner-Webb University.

Managers Should Sweat the Small Stuff: Impacts of Micro-aggressions on Employees

Claire Damken Brown, PhD

President, Damken Brown and Associates, Inc.

Location: Sturm Hall 233

Managers work their hardest to select and hire the best and brightest candidates as our employees. Yet we often see employees leaving (mentally and physically) and blame them for not fitting in. This session looks at the concept of micro-behaviors (the small stuff!) and how seemingly invisible behaviors communicate that our employees are either “part of the gang” or “forever an outsider.” We explore how our micro messages may influence why some employees flourish while others falter. Learn how your own behaviors can increase retention and keep the talent you’ve worked so hard to get! Whether in a classroom, health clinic, or corporate workplace, the impact of micro-messages contributes to the feeling of equity and inclusiveness in that environment. Supervisors and managers can make a difference by being aware of the communication behaviors and micro-messages they display to employees.

Claire Damken Brown, a national consultant, seminar leader, and author, has 25 years of corporate experience directing diversity and equal opportunity departments in Fortune 50 companies where she managed diversity strategies, discrimination case investigations, conflict resolution and training. Her doctorate focused on male/female workplace communication. Damken Brown and Associates, Inc. is committed to building inclusive leadership skills and harassment-free workplaces. She is coauthor of three books: *Conflict and Diversity* (Hampton Press 1997), *Code Switching: How to Talk So Men Will Listen* (Alpha/Penguin, 2009), and *The Gender Communication Handbook: Conquering Conversational Collisions Between Men and Women* (Pfeiffer/Wiley, 2012).

Tools to Establish a Safe Environment to Discuss Sensitive Issues

Paree Zarolia

Charlene Collibee

Eliana Hurwich-Reiss

Marina Mendoza

Jessica Technow

Doctoral Candidates, Psychology - University of Denver

Location: Sturm Hall 310

This workshop will present participants with tools to create a safe environment in which to discuss sensitive issues. Participants will learn about tools and ways to establish plans to deal with challenges. This will be accomplished through the use of small group discussion using case studies. Participants will leave with a handout of the suggested strategies and examples of ways to implement them.

Paree Zarolia has been a Graduate student in the Affect/Social Ph.D. program at the University of Denver since 2010. She graduated Summa Cum Laude from San Francisco State University with a major in psychology. Her Masters Project focused on the interaction of conceptual and experiential knowledge on decision-making.

Charlene Collibee has been a Graduate student in the Child Clinical PhD program at the University of Denver since

2010. She graduated Summa Cum Laude from the University of Connecticut with a major in psychology. Her Masters Project focused on the impact of sexual victimization on subsequent romantic experiences.

Eliana Hurwich-Reiss is a graduate student in the Psychology Department, is in her third year of the Clinical Child PhD program. Eliana received her BA from Washington University in St. Louis with a double major in psychology and Spanish. Before attending the University of Denver she taught English in South America and conducted research at the Oregon Social Learning Center. Her current research focuses on developing and adapting prevention interventions for Spanish-speaking families.

Marina Mendoza is a Graduate student in the Developmental Psychology PhD program at the University of Denver. She graduated from the University of Detroit Mercy with a major in developmental psychology. Her Masters Project focused on the impact of immigration stress on psychosocial behavior in children of Hispanic Immigrants living in poverty.

Jessica Technow is a graduate student in the Psychology Department, is in the third year of the Clinical Child PhD program. Jessica graduated cum laude from the University of Notre Dame in 2010, and received her Masters degree in Psychology from the University of Denver in 2012. Her main research interests include the course of depression in adolescence, and determining risk factors for recurrent depressive episodes.

When Well-Intended Diversity Education Fails to Deliver and How to Ensure its Success

Ana Draghici

Heidi Blocker

Doctoral Candidates, Psychology - University of Denver

Location: Sturm Hall 234

Diversity education is a popular approach to promoting equity, in the corporate world as well as in university settings. Most often, this comes in the form of workshops for employees/students and diversity training for management. Despite their popularity, however, these measures reportedly failed to reduce bias over the past 30 years since they started being implemented, and routinely backfire. We argue that, instead of the “one-size-fits-all” approach to diversity education, programs should carefully analyze the needs for promoting diversity in their specific organization, and carefully design their interventions based on that. This workshop will provide examples of good (and bad) practices and will offer participants practical tools to design impactful programs to increase diversity, reduce bias, and better address the pitfalls.

Ana Draghici is currently a doctoral student in Psychology at the University of Denver. She is originally from Romania, and holds a Bachelor's and Master's in Psychology from Jacobs University Bremen, and Dartmouth College, respectively. Ana is also a certified trainer, with a focus on intercultural communication. As a trainer, she has acquired experience at all stages of developing a diversity education program, from need-based analysis to implementation, and training other trainers.

Heidi Blocker is a doctoral student in Psychology at the University of Denver, with a marked interest in social perception and communication, and an active member of DU's "Multicultural Interest Group". She holds a Bachelor's degree in Psychology and Biology from Texas State University - San Marcos, as well as a Master's degree in Social and Affective Psychology from the University of Denver.

Your Role in Assistive Technology: What It Is, How It Works, and What You Can Do to Facilitate Equal Access to Electronic Media

Brenden Goetz

Assistive Technology Specialist, Disability Services Program - University of Denver

Location: Sturm Hall 287

With the increasing focus on electronic media and technology, it is important for all people, both with and without impairments, to understand how these documents and technology interact with assistive technology devices. This workshop will introduce attendees to types of assistive technology (AT) commonly used by people with impairments that make reading and hearing difficult (e.g. vision impairments, learning disabilities, brain injuries). Participants will learn how AT interfaces with media and technology produced in the world, including websites, videos, PDFs, Word documents, and how AT can ease the reading and hear process. Lastly, participants will receive information on free and paid software to minimize obstacles for people with impairments.

Brenden Goetz has a BA in Philosophy, and began working in the Disability Services Program at the University of Denver in September 2012. Prior to working at DU, Brenden worked in a private program supporting the academic, living, and social needs of college students with developmental and learning disabilities. Brenden has taught abroad in Martinique and Switzerland, and has spent four seasons instructing backpacking and climbing courses for Outward Bound in Colorado and Montana. With these diverse experiences Brenden brings a rich problem-solving ability to the University's Disability Services Program.

3:30 PM - 4:30 PM FRIDAY, MAY 10, 2013

WORKSHOP SESSION 3

Continuing to Fight: Students of Color in Higher Education Prep Programs Speak

Evette L. Allen

Doctoral Candidates, Higher Education - University of Denver

Bryan Hubain

Location: Sturm Hall 310

Presenters will share research exploring the experiences of 29 students of color (in Higher Education and Student Affairs programs) across the US in coping with racial microaggressions. While many studies broadly document the experiences of graduate students with regard to racial microaggressions, little research explores the experiences of Students of Color specifically in student affairs and higher education (SA/HE) graduate programs). Students within our study who have reported racial microaggressions within their graduate programs have found ways to cope with these situations. Thus, in this presentation, we use data from a larger study to highlight the the strategies used to cope with racial microaggressions.

Evette Allen is a PhD student at the University of Denver, with a concentration in Diversity and Higher Learning. Evette is passionate about issues that affect the first year experience of students. Her research interests also involve topics of race and the experiences of students of color in higher education.

Bryan Hubain is a PhD student in the Diversity and Higher Learning concentration of the Higher Education program at the University of Denver. He has experience working with high school students, and student at all levels in higher education. Bryan's current research interests are: experiences of students in higher education graduate programs (specifically masters programs), experiences of international students in the United States, and racial and gay identity development.

Creating Inclusive Possibilities Within Your Student Organization

Nicholas Bowlby

President

Leslie Rossman

Vice President

Fatima Chrifi

Director of Communications

Adam Brown

Inclusive Excellence Director, Graduate Student Government

University of Denver

Location: Sturm Hall 234

Creating a space for inclusivity within student organizations begins with its leaders. Building off of experiences of the Graduate Student Government, implementation of inclusive excellence throughout the organization this workshop will provide guidelines for incorporating inclusive leadership and membership within student organizations. Beginning with actively recruiting leadership with similar goals to creating events that uphold the agenda of the organization, this workshop will discuss how to engage inclusivity at all levels of the student group.

Leslie Rossman is a graduate teaching instructor and a third year doctoral student in Rhetoric and Communication Ethics at the University of Denver. She received an M.A. in Political Studies at the University of Illinois, Springfield. Her research interests include rhetoric and political economy, rhetoric of labor, self-reflexivity, as well as gender and sexuality in popular culture. Leslie is an Inclusive Engagement Fellow through the Office of Graduate Studies.

Enhancing Service Quality for Deaf and Hard of Hearing: Transformational Ideas for Systems Change

Mary Sterritt, MSW

*Manager, Colorado Daylight Project
Advancing Access to Behavioral Health Care
for Deaf and Hard of Hearing Coloradans*

Cliff Moers, LCSW

*Director, Colorado Commission
for the Deaf and Hard of Hearing
Mental Health Center of Denver*

Location: Sturm Hall 187

This workshop will describe the work of the Colorado Daylight project which commenced in September 2009 and continues. This project was designed to advance access to mental health and substance abuse services for Coloradans who are deaf or hard hearing and their family members facing disparities in accessing needed services due to linguistic, communication and cultural barriers. Rather than focusing on acquiring new dollars to provide direct services, the plan focuses on improving the quality of the currently available publicly funded mental health and substance abuse services provided in Colorado.

Mary Sterritt is the manager for the Colorado Daylight Project and a clinical therapist Deaf Counseling Program at the Mental Health Center of Denver. Mary has a BS in Deaf Education and Psychology from Mac Murray College and a MSW from the University of Illinois. She has 30+ years experience providing services to the Deaf and Hard of Hearing population in outpatient, inpatient, community and school based mental health settings.

Cliff Moers is the Director of the Colorado Commission for the D/HH, is a native of Colorado and third generation of a deaf family. He is a 1986 graduate of Gallaudet University and founder of Rocky Mountain Deaf School, a bilingual Jefferson County Charter School. As Director of the Commission, Cliff led the development of the Deaf/HH Mental Health and Substance Abuse Action Plan, convening stakeholders and maintaining their engagement throughout the process.

Lessons Learned in Student Programming - Championing Equity

Ryan Schultz

Meredith Jackson

Co-Chairs, Programming Board - University of Denver

Location: Sturm Hall 333

Participants will hear from student leaders who worked to ensure programs sponsored by the University of Denver Planning Board were more inclusive. Through discussion, participants will gain insights on how to challenge student leaders to be mindful when planning events and work toward providing new opportunities for broader participation in DU student-led events at DU.

Privilege in Distress: Religion in Different Contexts

Kayla Knopp

Larissa D'Abreu

Kerry Gagnon

Shelby Scott

Graduate Candidates, Child Psychology - University of Denver

Location: Sturm Hall 312

Historically, Christians in the United States have enjoyed privileges throughout most contexts; however, recent strides toward religious equality have caused the privileged majority to confront a loss of privileges in certain settings. Our workshop will educate individuals about Christian privilege in the U.S., and will introduce the concept of distressed privilege. Discussion will focus on understanding how challenges to religious privilege in specific situations can lead to distress for members of the privileged group, and on connecting this experience back to religious privilege in American

society as a whole. We will demonstrate how religious privilege influences systems in education (e.g., Christian prayers in public schools), mental health care (e.g., faith in substance abuse treatment), and community interactions (e.g., nativity scenes on government property), and highlight the contrast between discrimination and distressed privilege through the experiences of privileged and unprivileged groups within these systems.

Kayla Knopp is a graduate student in the clinical child psychology PhD program at the University of Denver. Her research includes understanding romantic relationships and intimacy from diverse perspectives, including nontraditional relationships and identities (e.g., nonmonogamy and/or polyamory, companionate relationships, LGBT relationships, asexuality, etc.).

Larissa D'Abreu is a first-year graduate student in the PhD for Child Clinical Psychology program at DU, and hopes to increase effective communication and reduce bias between different groups of people through her work on automatic facial mimicry.

Kerry Gagnon is a graduate student in the Child Clinical Psychology program at DU. Her research focuses on the effects traumatic experiences have on individuals and what characteristics may be a risk for adverse mental health outcomes. Her research, acknowledges the impact of cultural and individual characteristics, such as race, ethnicity, gender, sexual orientation, age, religion, and mental (dis)abilities on experiences, especially in regard to victimization. She is a member of the Multicultural Interest Group (MIG), a student-directed organization that aims to broaden awareness of multicultural issues in research and in the community.

Shelby Scott is a graduate student in the Child Clinical Psychology program at DU. Her research interests include extending couples research to underrepresented populations, such as unmarried couples, the LGBT community, and low SES/minority families. She also works to tailor relationship interventions for these specific populations. Shelby is passionate about community engagement and disseminating research to the communities that need these services the most.

TRIO Student Support Services Program: A Look at the First-Generation Retention Program at the Community College of Denver

Bridget Wetzel

*Inclusive Excellence Fellow
Center for Multicultural Excellence*

Stacey Stevens

*Career Services Fellow
Masters Candidate in Higher Education*

Location: Sturm Hall 233

This workshop will look at TRIO programs as models for retention and persistence among first-generation students, primarily focusing on TRIO Student Support Services (SSS) at the Community College of Denver. This workshop will provide the history of TRIO programs and TRIO SSS at the Community College of Denver. Foundational theories of the program will be provided as well as an assessment of the program, success. Organizational structure and examples of cultural, social, and academic aspects of TRIO SSS will also be discussed.

Bridget Wetzel earned her BA in Communication Studies with a minor in Sociology from Metropolitan State University of Denver. She is pursuing a Master's degree in Higher Education with an emphasis in Diversity and Higher Learning from DU's Morgridge College of Education. Bridget's specific areas of interest in Higher Education are issues of access and retention of first-generation college students.

Stacey Stevens is a Masters student in the Higher Education program and works in Career Services and Housing and Residential Education. Prior to attending the program, Stacey worked in human resources in recruiting and training and development. She is passionate about self-advocacy, first-generation students, and community colleges.

4:30 PM - 6:00 PM FRIDAY, MAY 10, 2013
SUMMIT CLOSING AND RECEPTION



*Call To Action
Reception*

featuring the ever-popular

Chocolate Fountain

Fritz Knoebel School of
Hospitality and Management
Tuscan Ballroom

Don't forget your business cards!

SATURDAY, MAY 10, 2013
DAY OF ACTION

The Summit will host up to 400 kindergarten –through fifth grade students from Munroe Elementary School and their parents on the University of Denver campus in order to help these families better understand the process of preparing for college. 96% of the school's population identifies as Hispanic and 93% receive free/reduced lunches. The majority of the visiting students will be the first in their family to attend college.