



the University of Denver's 9th Annual

diversitysummit

ON INCLUSIVE EXCELLENCE

Creating Inclusive Environments

friday april 30, 2010

8:00am - 5:00pm

www.du.edu/cme/summit



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Diversity: The edge that will make us champions



Chancellor Robert D. Coombe

17th Chancellor of the University of Denver

“That wrestling room at Lincoln was the time and place of my life that comes closest to the realization of Dr. King’s dream for America, where one is judged by the content of one’s character rather than by the color of one’s skin. In a very real sense, for three hours a day, every day, we truly were brothers. Looking back, I know that that experience was a fleeting oasis of brotherhood in a deeply, deeply divided America. In truth, it was what had made us champions.

To me, that’s what diversity is about. It’s not about retribution, or guilt, or an acknowledgement of the collective sin of discrimination. Rather, it’s about the excellence that can be achieved from a blending of lives, different in many dimensions, focused on achievement. I want DU to be another kind of oasis, where students, faculty and staff of many colors, many religions, many nationalities, many philosophies, many perspectives and persuasions work together, think together and create together. I want it to be a place where those differences are our competitive edge—the edge that will make us champions. I want DU to be a place where three hours of brotherhood every day is not enough. Here, we will respect and celebrate our differences, and in so doing, we’ll be brothers and sisters—family—every hour of every day of every year.”

Excerpted from the Chancellor’s Inauguration Speech Thursday April 20, 2006

Acknowledgments

Summit Planning Committee

Sharon Bond	Parent Relations
Trisa Bui	USG Diversity Committee
Wahhab Carter	Office of Undergraduate Admission
Will Chapman	Graduate Student
Meghan Colombin	The Women's College
David Corsun	School of Hotel, Restaurant, and Tourism Management at Daniels College of Business
Mia Elizardi	Center for Multicultural Excellence
Brian Elizardi	University College
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Karen Fennell	Graduate Studies
Sharon Gabel	Human Resources
Dee Galloway	The Spirituals Project
Janet Gold	Office of the University Chaplain
Tim Healy	USG Diversity Committee/HRTM Student
Theresa Hernandez	Penrose Library
David Kugler	Center for Multicultural Excellence/DU Apartments/Grad-Higher Ed
David Montano	Lamont School of Music
Cindi Nagai	Division of Athletics and Recreation
Patty Palko	Graduate Student Council
Marlene Perrine	Internationalization/ International Student and Scholar Services
Kenneth Phi	Student: Logo Design
Rachel Pinsker	University of Denver Hillel
Joel Portman	Center for Multicultural Excellence
Jim Regan	Health and Counseling Center
Joslyn Robich	Financial Aid
Kerrie Rueda	Division of Student Life
Laura Stevens	Parent Program
Karyn Sweeney	Internationalization/ Study Abroad
Miriam Tapia	Office of Undergraduate Admission
Allen Thompson	Daniels College of Business
Eugene Walls	Graduate School of Social Work

Welcome from the Summit Chair

Welcome to the 9th Annual University of Denver Diversity Summit on Inclusive Excellence!

On April 20, 2006, Chancellor Coombe said in his inaugural address the way we need to understand “diversity [is] as an educational value, as a component of educational excellence for all of our students.” As we seek to improve our campus community and campus climate, we endeavor to develop “the excellence that can be achieved from a blending of lives, different in many dimensions.” In such a setting, we will find the University of Denver to be a welcoming place for all community members and that “those differences are our competitive edge--the edge that will make us champions.”

In an effort to better understand these ideas and embed them at the institutional level, the University of Denver made a commitment in 2007 to adopt Inclusive Excellence, the philosophical and practical concept that inclusiveness and excellence are one and the same, a concept from the Association of American Colleges and Universities (AAC&U). As in the last three years, we continue our work at this year’s Summit towards *Advancing a Culture of Inclusive Excellence at the University of Denver*.

The theme of this year’s Summit is “Creating Inclusive Environments.” Following this theme we will be focusing on developing a better understanding of inclusive campus environments and on how we can implement these concepts and processes at the University of Denver. In creating such environments, our collective goal is to utilize our campus diversity in creating opportunities in and out of the classroom for learning across differences, building inclusive work and learning environments, and preparing our students and each other for leadership in a highly complex and diverse world.

This year, we will look at strategies and approaches to engage all members of the DU community in diversity and inclusiveness. To that end, our keynote speaker will be Dr. Shaun R. Harper, Assistant Professor of Higher Education Management at the University of Pennsylvania. He is the editor of the book “Creating Inclusive Campus Environments for Cross-cultural Learning and Student Engagement.” Our workshops and panel discussions will raise ideas, train all of us to identify areas we can improve and how to do so in reference to commonly thought of topics of diversity and inclusiveness as well as areas in which we do not often engage.

Please browse through the website to learn more about the event and take a moment to register. By registering and attending this event, you show your commitment to transforming DU into the very type of institution envisioned by Chancellor. I truly hope you enjoy and grow from the 9th Annual Diversity Summit on Inclusive Excellence.

Thank you again for your support of the Summit and your commitment to practicing inclusivity at the University of Denver.

Mia Elizardi, M.A.
Chair, Diversity Summit
Assistant Director and Coordinator for Intergroup Relations
Center for Multicultural Excellence

Summit Agenda / Workshop Schedule

Time	Event	Location
8:00 am	Registration & Breakfast	Sturm Lobby
8:30 am – 9:45 am	Welcome & Opening Address Mia Elizardi, Diversity Summit Planning Committee Chair Joel Portman and Tuyen Bui, USG Representatives Dr. Jesus Treviño, Associate Provost for Multicultural Excellence Chancellor Robert Coombe, University of Denver Dr. B. Afeni McNeely Cobham, Assistant Provost, Student Life Dr. Shaun Harper, Keynote Speaker	Davis Auditorium
10:00 am – 11:00 am	Concurrent Workshop Sessions 1	Sturm Hall
	Book Club Discussion: <i>Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations</i>	<i>Sturm 186</i>
	Building Bridges to Community Stakeholders	<i>Sturm 379</i>
	Building Community Inside Out Through Listening	<i>Sturm 310</i>
	Campus Climate Report	<i>Sturm 234</i>
	Creating Inclusive Environments for the GLBT Community	<i>Sturm 335</i>
	Dissolving the Us/Them Model	<i>Sturm 333</i>
	Examining Facilitation Practices Through the Lenses of White Social Conditioning and White Privilege	<i>Sturm 187</i>
	Promoting Inclusive Excellence in Graduate Education: Implications for Organizational Change and Transformation	<i>Sturm 253</i>
	The Perception of Belonging: Latino Undergraduate Student Participation in the Social and Academic Life at a Predominantly White, Private University	<i>Sturm 312</i>
	“Whose Environment Is It Anyways?” Pioneering Inclusive Communities Across the DU Campus	<i>Sturm 287</i>

11:15 am – 12:15 pm	Concurrent Workshop Sessions 2	Sturm Hall
	Addressing Microaggressions in the University Community	<i>Sturm 234</i>
	“Closets:” Intersections of Otherness	<i>Sturm 335</i>
	Infusing Diversity into Online Learning	<i>Sturm 310</i>
	Intercultural Comedy Club: Humor As a Tool for Division and Inclusion	<i>Sturm 187</i>
	Leading the Legacy, Leaving a Tradition	<i>Sturm 379</i>
	More Than an Accent: International Perspectives in the Classroom	<i>Sturm 186</i>
	Supporting Students with Learning Disabilities in the Inclusive College Classroom	<i>Sturm 312</i>
	The Health and Counseling Center: A “Safe Haven” for All	<i>Sturm 287</i>
	What Next? The Future of Diversity	<i>Sturm 333</i>
12:15 pm – 1:30 pm	Lunch & Dialogue Activity	Driscoll Ballroom
1:45 pm – 2:45 pm	Concurrent Workshop Sessions 3	Sturm Hall
	Academic Support Services: A Look into the Future	<i>Sturm 379</i>
	Different Levels of Discrimination	<i>Sturm 333</i>
	Inclusive Community Through Intercultural Communication Between American Students and Non-Native English-Speaking International Students	<i>Sturm 335</i>
	“It’s Not Me, It’s You” An Argument for Breaking with Tradition: How Law School’s Endorsement of the Dominant Culture Disenfranchises Students of Color	<i>Sturm 312</i>
	M.E.E.T. ON COMMON GROUND: Creating Inclusive Environments	<i>Sturm 287</i>
	The Wall: Transcending Stereotypes	<i>Sturm 234</i>
	Understanding and Embracing All Learning Styles	<i>Sturm 187</i>
	Working Effectively in Multicultural Teams	<i>Sturm 310</i>
3:00 pm – 4:00 pm	Leadership Panel on Inclusive Excellence at the University of Denver	Davis Auditorium
4:00 pm – 5:00 pm	Closing Chocolate Fountain Reception	HRTM Building

Keynote Speaker

Shaun R. Harper, Ph.D.



Shaun R. Harper is on the faculty in the higher education division at the University of Pennsylvania, Graduate School of Education. He also holds a faculty appointment in the Center for Africana Studies at Penn, and is a faculty fellow in the Penn Institute for Urban Research. Additionally, he presently serves as Director of the Grad Prep Academy, a grant-funded Penn initiative to increase the enrollment of Black male students in Ph.D. programs at leading schools of education across the United States. Formerly Harper was an assistant professor at Penn State University and executive director of the Doctor of Education Program at the University of Southern California.

Dr. Harper has published seven books and more than 50 peer-reviewed journal articles, book chapters, and other academic publications. *The Journal of Higher Education*, *Journal of College Student Development*, *Teachers College Record*, *International Journal of Qualitative Studies in Education*, *American Behavioral Scientist*, and several other well-regarded journals have published his research.

Additionally, Harper has delivered over 30 keynote addresses and presented more than 125 research papers, workshops, and symposia at national higher education and student affairs conferences since 2001. His newest single-authored book, *Exceeding Expectations: Black Male Achievers and Insights into College Success*, is being published by Harvard University Press in 2011. Harper is also co-editor (with John Schuh and Susan Jones) of the fifth edition of *Student Services: A Handbook for the Profession* (Jossey-Bass, 2011), the most widely read textbook in higher education and student affairs graduate programs. The *2010 Report on Black Male Students in Public Higher Education*, a comprehensive 50-state access and equity policy study authored by Harper, is being published by the Congressional Black Caucus this upcoming January.

Dr. Harper's dissertation on Black male college achievers at public universities received the 2003 NASPA Melvane D. Hardee Dissertation of the Year Award. In addition, he received the 2005 Emerging Scholar Award and the 2006 Annuity Coepris Award for early career achievement, both from ACPA. In September 2007, Harper was featured on the cover of *Diverse Issues in Higher Education* for his National Black Male College Achievement Study, the largest-ever empirical study of Black male undergraduates. He has received more than \$900,000 in research grants from the Lumina Foundation for Education, the Andrew W. Mellon Foundation, and other sources to fund his research. In 2008, the National Association of Academic Advisors for Athletics presented Harper its Outstanding Contribution to Research Award for his scholarship on Black male collegians. Also, he is recipient of the 2008 Association for the Study of Higher Education's Early Career Award.

Education

B.S., Education, Albany State University
M.S., College Student Affairs Administration, Indiana University
Ph.D., Higher Education Administration, Indiana University

Areas of Expertise

Racism, racial inequities, and gender disparities in higher education
Black male college access and achievement
College environments, student outcomes, and engagement

Contact Information

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Concurrent Workshop Sessions 1

10:00 – 11:00 a.m.

Book Club Discussion: *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations*

Presenter: Shaun Harper, Ph.D.

Location: Sturm 186

Description: **Student Engagement in Higher Education** is an important volume that fills a longstanding void in the higher education and student affairs literature. The editors and authors make clear that diverse populations of students experience college differently and encounter group-specific barriers to success. Informed by relevant theories, each chapter focuses on a different population for whom research confirms that engagement and connectivity to the college experience are problematic, including: low-income students, racial/ethnic minorities, students with disabilities, LGBT students, and several others. The forward-thinking practical ideas offered throughout the book are based on the 41 contributors' more than 540 cumulative years of full-time work experience in various capacities at two-year and four-year institutions of higher education. Faculty and administrators will undoubtedly find this book complete with fresh strategies to reverse problematic engagement trends among various college student populations.

Building Bridges to Community Stakeholders

Presenter: Terrie Martinez

Location: Sturm 379

Description: This is an interactive workshop that explores ideas for developing community initiatives as a method for developing inclusive environments in and out of the classroom. Participants will be guided through a process of identifying community partners and what strategies can be used to engage those partners to committing to a planned initiative.

Building Community Inside Out through Listening

Presenters: Randle Loeb, Dave Delay, Mary Smoak, Tammy Vaughn & Bray Patrick-Lake

Location: Sturm 310

Description: We will work with the students as teachers and reverse the role of who is an expert by providing a panel of diverse leaders from the People's Leadership Council to share their aspirations. How do we break down barriers and change consciousness of the public by valuing the gifts that each person shares? This will be an expanded democratic conversation.

Campus Climate Report

Presenters: Tuyen Bui & USG Diversity Committee

Location: Sturm 234

Description: Earlier this quarter, the USG Diversity Committee launched a "What Is Diversity" campaign. From this, a survey was created and implemented in order to gain insight and a better understanding of the campus climate. The Diversity Committee is using the results from this survey as a tool to further foster and promote inclusive excellence overall and focus on how to continue to educate the undergraduate student population about the importance of diversity in all aspects. Additionally, a report regarding the outcome of the Pioneers for Diversity Luncheon will be provided during this workshop session, along with future plans the Diversity Committee has for next year.

Creating Inclusive Environments for the GLBT Community

Presenters: Hope A. Wisneski, LCSW & Cory Barrett

Location: Sturm 335

Description: This presentation will provide an opportunity for participants to learn how to make campus environments more inclusive of GLBT identified people. The session will review myths about the community, clarify definitions about the GLBT community (including the difference between gender identity and sexual orientation), discuss implications of homophobia, and learn how to become a strong(er) ally. The presenters will incorporate experiential and small group exercises. Throughout the workshop, case examples and storytelling will be used to model how learning from this workshop can immediately be implemented across campus.

Dissolving the Us/Them Model

Presenter: Caddie Nath

Location: Sturm 333

Description: Join Us. And Them. For the first time working together attempting to understand the "Us/Them" mentality and find ways to overcome it at DU. We will work to understand the nature of self classification, how this ability of humans to almost dehumanize those in the "them" classification has played a role in communities self destructing and will look at how we currently fall into the "us/them" model in current events and in our own communities. The workshop will address questions such as how do we avoid the "us/them" classifications that have impeded, hindered and in the past, even destroyed other communities and how do we break down these classifications in our own lives while maintaining our identities.

Examining Facilitation Practices through the Lenses of White Social Conditioning and White Privilege

Presenter: Kathleen Rice, Ph.D.

Location: Sturm 187

Description: Drawing on the findings of a series of interviews with a diverse group of professional facilitators, educators, diversity trainers, organizational development consultants, and non-profit leaders, this session will explore the relationships between white social conditioning, white privilege and group facilitation. We will have an opportunity to be introduced to the four themes of this study: examples of how white social conditioning and white privilege often show up in facilitation; re-examining established facilitation practices (e.g. "safe space," the "neutral" facilitator, transparency) through the lens of white conditioning and white privilege; preventions and interventions for interrupting white social conditioning and white privilege in facilitation; and strategies for seeking additional learning on this topic.

Promoting Inclusive Excellence in Graduate Education: Implications for Organizational Change and Transformation

Presenters: Frank Tuitt

Location: Sturm 253

Description: In this session, participants will explore the benefits, challenges, and implications of promoting inclusive excellence in graduate education. Specifically, this session will examine theories/concepts and strategies that are both relevant and practical with regard to facilitating organizational change and transformation in graduate education.

The Perception of Belonging; Latino Undergraduate Students' Participation in the Social and Academic Life at a Predominantly White, Private University

Presenter: Jose J Valdes Jr, Ph.D. Candidate

Location: Sturm 312

Description: This session focuses on the perceptions of belonging of successful Latino students in an institutional environment that has received limited attention.

“Whose Environment Is It Anyways?” Pioneering Inclusive Communities across the DU Campus

Presenters: Marisa Ligon & Heather Golden

Location: Sturm 287

Description: This workshop will utilize a theoretical framework based in student development theory to show how environments are created on college campuses. Drawing off of the works of Astin, Rendon, Belenky, and Holland we hope to raise awareness of the need for inclusive environments for all of the diverse populations on the DU campus. The facilitators will be using a variety of media including a power point presentation and digital narratives to provide the context and scope of the workshop. Participants will be asked to engage in critical dialogue and activities which promote the necessity of inclusive environments. At the end of the workshop, the participants will create an action plan which can be implemented into daily practice and life.

Concurrent Workshop Sessions 2

11:15am – 12:15pm

Addressing Microaggressions in the University Community

Presenters: Joel Portman & Javier Ogaz

Location: Sturm 234

Description: Microaggressions in the classroom against students and between students representing a diversity of groups continues to be a challenge at the University of Denver. Students report that they are often subjected to insults and invalidations by faculty and other students based on race, ethnicity, religion, nationality, sexual orientation, gender expression, gender identity, disability, and other diverse dimensions. It is clear from the literature that microaggressions are often perpetuated, not by spiteful and bigoted professors, but instead are undertaken at the unconscious level by well meaning and caring professors. This workshop will address these microaggressions through simulation and discussion of how faculty can work toward creating inclusive classrooms free of microaggressions. A version of this workshop was presented earlier in April at the White Privilege Conference in La Crosse, WI.

"Closets:" Intersections of Otherness

Presenters: Gary Brower, Thomas Walker & Amy Stenson

Location: Sturm 335

Description: This workshop will address issues of "otherness" that are not overtly apparent. Although not equating all "closet" experiences as the same, exploring the similarities of "closet" experiences, feeling the pressure to hide an aspect of self for fear of being stereotyped or stigmatized, is important in "creating inclusive environments." Combining student panelists' personal experiences with expert academic information regarding the harms of being "closeted" (in all its forms), this workshop will challenge and encourage audience members to think of closets as an intersecting point for otherness.

Infusing Diversity into Online Learning

Presenter: Dyan Whitlow Underhill, MAEd, MHA, Ph.D. Student

Location: Sturm 310

Description: "Globalization has stretched the scope of the online learner population from a homogeneous profile of mostly adult, mostly employed, place-bound, goal-oriented, and intrinsically motivated to one that is heterogeneous, younger, dynamic, and responsive to rapid technological innovations" (Dabbagh, 2007, p.217). The changing or emerging nature of the online learner – the diversity of the population bears significant pedagogical implications for the design of the online learning environment and necessitates a course design which approaches the issues of diversity in a much broader context. In order for all voices to be heard among a collaborative, interactive online learning environment, diversity among students must be addressed, irrespective of the reasons for those differences. This can be achieved with an instructional design team that collaborates to use "technologies for fostering active and interactive learning environments" (Yoon, 2003, p.28). Regardless of various online learning settings, a diverse online course is built upon the successful blend of pedagogy, technology, and student support. An online course can present new challenges that require a different way of thinking.

Intercultural Comedy Club: Humor as a Tool for Division and Inclusion

Presenter: Naomi WM Nishi, MA

Location: Sturm 187

Description: This experiential workshop will examine how jokes and humor are used to be culturally divisive and to create cultural inclusivity. The workshop begins with an exercise that introduces the learners to jokes from different countries. The group then examines the cultural context at play in different types of humor and identifies what makes the jokes funny. Through story-telling, the learners identify examples where jokes and humor were used divisively and where they were used to create inclusivity. We conclude by dissecting how we can use humor appropriately in everyday situations to promote inclusivity and how we can intervene in situations where humor/jokes are being divisive.

Leading the Legacy, Leaving a Tradition

Presenter: Faven Habte

Location: Sturm 379

Description: This workshop will discuss the evolution of the campus climate throughout the past four years and how our personal development into student leaders (along with many other highlighted student leaders) has led to a change on this campus in regards to diversity and inclusiveness. Inherent in our on-going work is the hope that the incoming leaders will feel a duty to convert our legacy into a tradition to be passed from class to class. Hopefully through this workshop the students will begin to develop the skills to become leaders and see the true impact of the Class of 2010's work towards improving this campus to what it is today. This fits into the theme of creating campus environments since that has been our goal for 4 years and it has ended in the creation of the "One Community" which continues to grow and strengthen.

More Than an Accent: International Perspectives in the Classroom

Presenters: Laura Buhs, Daniel Baack, Ph.D. & Ruth Chu-lien Chao, Ph.D.

Location: Sturm 186

Description: Join DU faculty members and students as they discuss the benefits and challenges of including international perspectives in the classroom through the curriculum and involving students with international backgrounds. Panel members will share their experiences, practical suggestions, successes and challenges.

Supporting Students with Learning Disabilities in the Inclusive College Classroom

Presenters: Marcy Willard, MA & Julia Marcus-Johnson, MA

Location: Sturm 312

Description: This workshop will include testimonies, 'in their own words,' of students who have learning and psychological disabilities. There will be an interactive discussion of how to provide appropriate accommodations for students with disabilities in an inclusive classroom.

The Health and Counseling Center: A "Safe Haven" For All

Presenter: James Regan, MD

Location: Sturm 287

Description: A few years ago the Health and Counseling Center (HCC) realized that to maximize our efforts we must strive to become a "safe haven"; students must feel comfortable and safe in expressing themselves when visiting with our health professionals. Every health exam or counseling session begins with an interface between individuals with unique experiences and personalities. Candor is promoted by a welcoming environment which bespeaks inclusivity. We believe that if we are successful in achieving a "safe haven" the HCC may succeed in attracting individuals who otherwise might not choose to seek health care at DU. Furthermore, those students who have already discovered us may prove more willing to truly share their concerns and difficulties. The spirit of inclusivity is critical to our mission as health care providers. Our workshop will entail explaining how we have identified the need for inclusivity and in turn where we fall short, and how we intend to maximize our successes moving forward.

What Next? The Future of Diversity

Presenter: Frederick Davis

Location: Sturm 333

Description: This workshop will focus on reviewing the major phases that the work of Diversity & Inclusion has gone through over the last 35 to 40 years. We will explore the early staged that grew directly from the Civil Rights legislation of the 60s to the high profile era of early-to-mid 90s where many organizations and communities developed and funded Diversity Conferences and initiatives to empower their members, employees and/or students. We will also spend a good amount of time in discussion about what the future will entail and come up with site/community specific solutions to doing progressive Diversity & Inclusion work in a time where there are many voices of opposition and low funding.

Concurrent Workshop Sessions 3

1:45 – 2:45pm

Academic Support Services: A Look into the Future

Presenter: David Kugler

Location: Sturm 379

Description: This presentation, based on a benchmark study completed with the input of staff members at ten small Midwest colleges, investigates academic support services for undergraduate students. The presentation learning objectives include:

- 1) Understanding who is using the academic support services most frequently.
- 2) Understanding how these services are evaluated.
- 3) Understanding the staffing structure of these programs.
- 4) Understanding the goals that guide an institution in further developing academic support services.
- 5) Understanding what is being done to improve academic support services for historically underserved populations.

Different Levels of Discrimination

Presenter: Frederick Davis

Location: Sturm 333

Description: The "Different Level" workshop will discuss the different dynamics involved with identifying intolerant behavior (ranging from Blatant Racism to Unintentional Insulting Comment). There will also be time spent positively addressing solutions to these behaviors in a way that works towards maintaining a positive learning and working environment.

Inclusive Community through Intercultural Communication between American Students and Non-native English-Speaking International Students

Presenters: Beverly R. Natividad, M.A., Lisa Wexler, M.A., Morgan Speer, Milan Chatterjee & Yeongjun Kim

Location: Sturm 335

Description: Knowledge and practice of intercultural communication is necessary not only for students to succeed academically and professionally in a globalized environment, but more importantly, to create an inclusive and just society. Opportunities for intercultural communication learning and praxis abound in the university due to the growing presence of international students from non-Western and non-English speaking countries. However, interactions between this group of international students and American students are limited and at times, even non-existent. Language barrier and motivation to know each other are among the factors that limit their interactions. In this panel presentation, faculty presenters will discuss how they facilitated interaction between international and American students by integrating Conversation Partnership Program into the Fundamentals of Intercultural Communication course. Student presenters will share the benefits and challenges of their interaction with students from countries different from their own.

"It's Not Me, It's You" An Argument for Breaking with Tradition: How Law School's Endorsement of the Dominant Culture Disenfranchises Students of Color

Presenter: Amanda Gonzalez

Location: Sturm 312

Description: According to a 2006 report from the American Bar Association, though people of color make up 30% of the general population, they are only 20% of entering law students and 10.9% of people employed in the legal profession. Further, once people of color enter law school they are not as likely to graduate as their white peers. This workshop will utilize narrative storytelling and dialogue to examine challenges faced by people of color in law school as well as tactics (such as dialogue, ally and community building work, new media such as "bLAWgs," and reconstructing law school cultural traditions) for overcoming those challenges.

M.E.E.T. ON COMMON GROUND: Creating Inclusive Environments

Presenter: Sue Wehrspann

Location: Sturm 287

Description: This workshop will help everyone counteract the shame; blame and stereotyping that create toxic environments and undermine productivity. Using the M.E.E.T. approach we can learn to recognize and value differences while we develop a common language, respond to and resolve issues. Everyone learns skills for creating and maintaining an inclusive learning environment. In this highly interactive workshop you will:

- Identify responsibilities for maintaining and promoting a respectful and inclusive environment
- Recognize and respond to situations involving diversity dynamics
- Apply four steps in the M.E.E.T. model to address day-to-day situations involving diversity and inclusion
- Intervene with others using the four steps in the M.E.E.T. model to promote a "mutual respect" environment
- Incorporate inclusive best practices in a specific action plan to develop inclusiveness

The Wall: Transcending Stereotypes

Presenters: Mr. Joseph Zhang and the Asian Student Alliance

Location: Sturm 234

Description: Because stereotypes prohibit an inclusive environment, "The Wall: Transcending Stereotypes" addresses the presence of discriminatory judgments in society. By recognizing how stereotypes generate from personal judgments, we enable ourselves to be much more aware of individual actions. In addition, accepting the naturalness of stereotypes allows people to move beyond them. It enables people to operate without stereotypical hindrance. Once such happens, an inclusive environment comes to fruition. Within multiple groups, students build a metaphorical "Wall of Hate" out of posters, detailing numerous human categories and their stereotypes. Discussions follow regarding the "wall" and its stereotypes. As a single group, we tackle the origins of stereotypes, their impacts on people, and the key to moving beyond them. The Asian Student Alliance presents "The Wall: Transcending Stereotypes," a discussion and personal contribution to understanding discrimination in the world.

Understanding and Embracing All Learning Styles

Presenter: Kristin Salada, MSM

Location: Sturm 187

Description: Most academic institutions strive to provide learning environments that appeal to both visual and auditory learners. However, these two learning preferences merely scratch the surface of addressing the way people learn best. Join our interactive session to learn more about your primary learning style and how to help your learning environment celebrate all four styles. The workshop is based on the The Kolb Learning Style Inventory (LSI) which identifies four primary learning styles that reflect varying levels of active experimentation, concrete experience, reflective observation, and abstract conceptualization. Participants in this workshop will learn about the LSI instrument and then self-assess their probable preferred style of learning through a rotation of fun experiential learning challenges. We will conclude the session by having each learning style group make recommendations on ways to adapt learning environments to enable their primary style of learning.

Working Effectively in Multicultural Teams

Presenters: Natalie Mattern

Location: Sturm 310

Description: Multicultural teams can bring amazing results if cultivated properly, but an ineffective one can prove to be a disaster. As our societies are becoming more global, understanding and appreciating cultural differences is essential for improving clearer communication, building trust, and strengthening relationships in a successful classroom or work-related team. With her fun and interactive approach, Natalie Mattern will focus on how to identify, understand, and appreciate cultural differences. She will also examine how to diminish cultural barriers that create conflict and provide the tools to build a more cohesive and successful multicultural team.

Lunch Activity

As Summit participants gather for lunch, each will have the opportunity to enjoy good food and good company while reflecting on the experiences of the Summit. This year's luncheon activity will be a topic and action orientated dialogue. Participants are encouraged to choose a table based on topic of discussion you find most interesting, rather than by sitting with people you may know. Topics will be scattered across tables, many represented multiple times, and include the following prompts:

1. What does Inclusive Excellence mean to you?
2. How have you worked to build inclusive environments?
3. What have you heard/learned today?
4. What do you need from DU's leadership in order to realize our goals of Inclusive Excellence?
5. Where do you want to see DU in terms of Inclusive Excellence in 5, 10, 15 years?
6. What holds us back from realizing/achieving Inclusive Excellence?
7. Share your stories of Inclusive Excellence in action.
8. What are new ways to promote Inclusive Excellence in your sphere of influence?
9. Open discussion.

Each table will have a dialogue facilitator. All participants are encouraged to consider their dialogue at three levels:

1. The topic of your table.
2. DU can...
3. I will...

Notes will be taken at each table discussion to influence how Inclusive Excellence work continues at the University of Denver.

Leadership Panel on Inclusive Excellence at DU

Three 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. As in the last three years, we continue our work at this year's Summit towards *Advancing a Culture of Inclusive Excellence at the University of Denver*.

The theme of this year's Summit is "Creating Inclusive Environments." Following this theme, we will be focusing on developing a better understanding of inclusive campus environments and on how we can implement these concepts at the University of Denver. To that end, this year's Summit will include the first Leadership Panel on Inclusive Excellence at the University of Denver (Leadership Panel).

The Leadership Panel will consist of representatives from across the University community and will provide opportunities for showcasing examples of Inclusive Excellence in action at the University of Denver. Rather than discussing theory, panelists will be asked to describe concrete actions they have taken to implement the ideals of Inclusive Excellence. The discussion will include the trials and tribulations they have faced, how each was successful, and the methods employed that achieved successful implementation.

Leadership Panelists will be asked to showcase their best practices in an interactive format providing concrete examples of ways participants can implement Inclusive Excellence in their own areas. The overall goal of the session will be to engage members of the broader University of Denver community in improving Inclusive Excellence efforts across campus — making sure that Inclusive Excellence is the responsibility of everyone.

The participants for the Leadership Panel are:

John Nichols	Moderator	Director of the Driscoll Student Center
David Corsun	Panelist	Director and Associate Professor, School of Hotel, Restaurant and Tourism Management, Daniels College of Business
Arthur Jones	Panelist	Clinical Professor of Culture and Psychology, The Women's College and Division of Arts, Humanities and Social Sciences, and The Spirituals Project
Javier Ogaz	Panelist	Student, President Pro-Tempore, USG Senate; President, Latino Student Alliance
Carrie Ponikavar	Panelist	Associate Director, Housing and Residential Education
Marilyn Williams	Panelist	Lecturer, Department of Geography

In preparation for the Leadership Panel discussion, each panelist was asked a series of questions. Their answers are listed below.

1. *What are three things you have done to implement Inclusive Excellence efforts at the University of Denver?*

Corsun

- I serve as a tri-chair of the Inclusive Excellence (IE) Committee for Daniels College of Business. Among the responsibilities I have in that role is that I now deliver IE content in the first week of our PMBA and EMBA programs.
- I have been an active committee member for both the Diversity Summit and Diversity and Unity Retreat and have helped facilitate the retreat for the last two years.
- Brought a chapter of National Society of Minorities in Hospitality to DU. The chapter, now in its third year, has provided minority HRTM students with opportunities and support they otherwise would not have had and has enabled white students to learn and grow by enhancing their IE-awareness.

Jones

- Founded a nonprofit organization based on campus called The Spirituals Project, which is multi-generational and multi-racial at all levels (including staff, board and volunteers) and works to use the model of the songs created by enslaved African Americans to teach about the possibilities for social justice and racial reconciliation in our society. For more info, see <http://www.spiritualsproject.org> and our online multimedia, educational resource at <http://ctl.du.edu/spirituals>
- For the last 18 1/2 years since I joined the DU faculty, I have consistently designed and taught courses that deal with issues of race, gender, culture, power and privilege. Examples: Multicultural Issues in Mental Health (graduate psychology course), Cultural Dynamics of African American Music (core course), The Black Spiritual and an Evolving American Consciousness (core course), The Multiracial Individual (core course), Race, Class and Gender (core course), African American Culture and Psychology (undergraduate psychology course)
- I have spearheaded initiatives (first in the Psychology Department and now, in the last year at The Women's College, where I'm based now) to work with faculty colleagues to raise awareness about the importance of diversity and inclusiveness and have organized forums that provide opportunities for my colleagues' professional growth in this area
- I have made myself available to the Faculty of Color Association (FOCA) and to CME to assist with campus-wide initiatives focused on Inclusive Excellence

Ogaz

- During my time as an undergraduate student at the University of Denver, I have devoted much time and effort to lead student-led Inclusive Excellence initiatives. I have attended, and facilitated, the Diversity and Unity Retreat every year of my college career.
- I have taken an active role in spreading awareness about the issues of inclusivity and acceptance through the efforts of the student groups I have led. As President of the Latino Student Alliance, I have made a conscious effort to promote inclusion among all DU students and actively work to use the group as a platform for educating the general DU student population on the issues of oppression and privilege.
- As a student senator, I attempt to incorporate Inclusive Excellence into every aspect of our student government body. I have been active in the initiatives of the USG Diversity Committee and made a point to include the Diversity Statement in the new USG Constitution, written in the summer of 2009.
- I have challenged myself to study inclusivity, oppression, and privilege beyond the classroom in order to gain a better understanding of the ideals of Inclusive Excellence. I attended the White Privilege Conference in April 2009 for the first time. This year, my friend, Joel Portman, and I presented on *Microaggressions in the Classroom*. I have also actively participated in the Diversity Summit, having presented three out of the last four years.

Ponikvar

- Currently I am chairing HRE's diversity committee. As a committee we have identified 28 outcomes for our department that will impact students and staff
- Each quarter, I facilitate a book discussion with our professional staff around a social justice topic
- In conjunction with the diversity committee, I created a diversity statement that guides the work that we do in the residence halls

Williams

- Developed an online survey for my division to assess perceptions of diversity/Inclusive Excellence. Questions for specifically developed for each level (i.e., Faculty, Staff, Graduate and Undergraduate students).
- Sought out minority students in my classes to inquire about any Inclusive Excellence issues experienced at DU
- Provided instruction to my TAs concerning Inclusive Excellence issues specifically gender concerns

2. *What are three challenges you have encountered as you have worked to implement Inclusive Excellence efforts at the University of Denver?*

Corsun

- I find I am often “preaching to the choir” and wish more of those with privilege “got it.”
- Dealing with my own frustration arising from the soft approach often taken on campus. I get that we need to meet people where they are, but I wish that when we had the opportunity to work with people who aren't in the choir that we did so in ways that rattled their cages a little more.
- I'd like to see more people who talk the talk get involved in doing the work.

Jones

- Finding ways to work with faculty colleagues who are wedded to old ways of doing business
- Finding ways to teach students at widely varying developmental levels with respect to awareness of and learning about issues of difference, power, and privilege
- Persistence and patience with inconsistent levels of effort among university upper administration (because of their own struggles with competing demands on their time from every arena on campus) with respect to the concrete implementation of structural changes to support their stated (and I believe sincere) commitment to Inclusive Excellence

Ogaz

- The three biggest challenges I have encountered in implementing Inclusive Excellence efforts at the University of Denver are indifference, unawareness, and limited resources.
 - I have noticed that many students at DU are indifferent to spreading a culture of inclusiveness. Most often, I hear students dismiss “diversity” because they believe that it does not include or affect them.
 - Some students are woefully unaware of Inclusive Excellence initiatives on campus. Many undergraduates sign the Diversity Pledge during discoveries orientation week and never discuss inclusiveness afterwards.
 - Many students do not understand, or are aware, of the efforts of CME. Another challenge is lack of resources. It's hard to secure enough funds, whether through a student group or a department, to host many events that promote inclusiveness. The challenges of funding limit the ability of student organizations and student leaders to promote inclusiveness in an active, effective manner.

Ponikvar

- The biggest struggle is helping students and staff recognize the many faces of privilege and how to be a change agent
- Helping students and staff recognize that “diversity” or “Inclusive Excellence” is not just about race
- There seems to be a lack of interest in the DU student body to discuss social justice issues

Williams

- The lack of real discussion of race/ethnicity and gender issues at the department/division level. Not just at the university level.
- A real buy-in by the students of these ideas
- A lack of base knowledge of the concept of Inclusive Excellence of all students at DU about the importance of race/ethnicity and gender diversity.

3. *What are three things you plan to do to implement Inclusive Excellence efforts at the University of Denver?*

Corsun

- I'm developing a course to be taught in Daniels called "Working with Inclusive Excellence."
- I hope to grow the number of minority students in HRTM.
- Get more of my faculty colleagues on board as change makers and facilitators of IE training.

Jones

- This year I have a curriculum diversity grant from CME that is funding a pilot program I've entitled "The Welcome Table" to conduct a series of faculty development sessions at The Women's College, focused on the unique aspects of Inclusive Excellence in working with students at The Women's College. I am collecting data as part of this program to support a request for a continuing grant to implement a permanent program of faculty development at The Women's College beginning next academic year.
- This year I served in Fall Quarter as the Interim Faculty Director of the Social Justice Living Learning Community. Beginning next year (2010-2011), I will succeed Roscoe Hill as the new Faculty Director of the program.
- I will continue to be active with FOCA to organize efforts to advance structural changes at the university level in the service of Inclusive Excellence.

Ogaz

- As a graduating senior, I hope that my contributions to the communities in which I am involved will bear fruit. Many of my peers recognize the efforts I have made to create a more accepting campus, and I believe that these initiatives and projects will continue after I graduate.
- The Latino Student Alliance, in collaboration with many groups across campus, will be hosting the first student-led privilege conference at the University of Denver. Combining the efforts of 25 students and some faculty and staff, I am playing an influential role in the planning of the event. I am drawing connections between the White Privilege Conference I have attended with issues facing many undergraduates at DU. I will be an active alumnus, advocating for the continuance of Inclusive Excellence efforts at DU.

Ponikvar

- Continue to work with HRE's diversity committee and implement our short, mid and long term goals and outcomes
- Continue to provide opportunities for my staff and students to grow personally and professionally in this area
- Create more spaces for students and staff to have meaningful dialogue around social justice topics

Williams

- Training of GAs at the Division level not by department to make sure they get the same message.
- Training of the faculty with each other so that they can discuss the issues of Inclusive Excellence as it pertains to students (recruitment/retention), TA concerns, and Faculty (recruitment/retention).
- Continue to be a representative of the concepts surrounding Inclusive Excellence and continue to make strides in this arena.

About the Presenters

Asian Student Alliance is an organization that focuses on the academic, political, and social aspects pertaining to the Asian Pacific American population on the DU campus through community events aimed at promoting political awareness and education, volunteering in the local community, and networking on campus whether it is with other student organization leaders or with staff and/or faculty.

Daniel Baack is an Assistant Professor of Marketing in the Daniels College of Business. He received his Ph.D. from St. Louis University. His research focuses on two main areas: advertising and cognition; and examining culture and advertising adaptation, including the influence of culture on website design and applying a sociology of culture perspective to investigations of culture. Baack has given over 40 presentations to both business professionals and academics in various domestic and global settings, including Canada, China, Italy, Mexico, Sweden, and Taiwan.

Cory Barrett holds a bachelor's degree in Psychology with a concentration in Behavior Modification as well as advanced certifications in Mental Health and Developmental Disabilities. He has been working in the fields of Mental Health and Human Services for almost 20 years providing clinical services in inpatient and outpatient facilities, residential treatment, juvenile justice system, and community service agencies. Outside of direct client care, Barrett provides a host of clinical and educational training to clinicians and other professionals. Cory is the Director of Rainbow Alley at The GLBT Community Center of Colorado where he joins with youth and adult staff to create social and educational activities. He also trains professionals across Colorado and represents a GLBT voice on several collaborative initiatives.

Gary Brower has been DU's University Chaplain since the summer of 2007. He is an ordained Episcopal priest and holds a PhD from Duke University in Early Christian History. He has been a campus minister for about 20 years, serving campuses as diverse as Duke, University of North Carolina-Charlotte and the University of California-Berkeley. Contact: gary.brower@du.edu

Tuyen Bui is a Senior studying International Business. She is a Gates Millennium Scholar and also serves as Senior Senator and Chair of the Diversity Committee on the Undergraduate Student Government (USG). Bui completed a study abroad program in France in the fall of 2008 and aspires to pursue a career abroad. She hopes to attend law school in a few years and will be selling elevators until then. She enjoys the sunshine, being outdoors, spending time with her family and close friends, being an aunt and playing with her dog, Skooter. Contact: trisa.bui@du.edu

Laura Buhs is an International Scholar Advisor at the University of Denver, and has over 20 years of experience in international education and immigration law. Contact: lbuchs@du.edu, 303-871-7861

Milan Chatterjee serves as Sophomore Senator and the Chair of the Academic Affairs Committee in the Undergraduate Student Government. Last year, Chatterjee authored a resolution creating the "Chair of International Student Affairs" position, which allowed International Students to have a more active voice and leadership role in the undergraduate student body. As a member of the Class of 2012, Milan is majoring in Political Science while pursuing a minor in Business. He hopes to attend law school after graduation. Some of Milan's areas of interest include music, political activism, and traveling.

Ruth Chu-lien Chao is an assistant professor in the Counseling Psychology program in the College of Education. She received her Ph.D. from the University of Missouri – Columbia, and her research interests include multicultural counseling, counselors' cultural competencies, issues of cultural diversity, racism and mental health, and social justice.

David L. Corsun earned his Ph.D. from the School of Hotel Administration at Cornell University in 1999. His major area was organizational behavior. Dr. Corsun also holds a BS in Hotel Administration from Cornell University and an MS in Food Service Management from New York University. He is currently Director of the School of Hotel, Restaurant, and Tourism Management in the Daniels College of Business at the University of Denver. Dr. Corsun's research interests are in the areas of empowerment, diversity, and labor-management relations. Among other journals, his work has been published in *Annals of Tourism Research*, *Journal of Management Inquiry*, *Human Relations*, *Journal of Management Development*, and *Cornell Hotel & Restaurant Administration Quarterly*. Dr. Corsun proudly serves on the advisory boards of the National Society of Minorities in Hospitality and Operation Frontline Colorado and was recently honored by DU's LGBTIQ community with the 2010 Number One Network Nelly Award.

Scott Cypers Ph.D. is a Staff Psychologist and Group Coordinator dedicated to multicultural issues in counseling. Examples of this can be seen throughout my current clinical work and past research. At CAPS at Fullerton, I provide a 6 hour intensive training for practicum students on multicultural issues in counseling. Additionally, I continue to explore ways to help students explore the potential impact that identity issues have on their clinical issues. This has culminated in two accepted presentations at the American College Health Association as well as American Group Psychotherapy Association. I also teach or have taught courses at Argosy University, USC, and the University of Maryland to masters and doctoral level clinicians on the subject. In my graduate school career, I volunteered for outreach projects and also by co-authored a book chapter with Dr. Jose Abreu entitled, "Treatment issues with Hispanic Clients" in *Counseling American Minorities*. These experiences solidified my desire to work in an environment that is committed to diversity issues and my experience will allow me to work well with students from diverse backgrounds

Frederick Davis has worked at the secondary and post-secondary level of education for over fifteen years. He has experience and success in helping individuals develop the social skills they need to reach educational, personal and career goals. Curricula and program development strategies he uses have been proven effective in the three states he has worked. His educational background, work experience, drive, passion and leadership skills are the consistent qualities where he has developed a strong reputation. Davis acquired his Bachelor of Arts degree in Speech Communication at Colorado State University where he was a three-year letterman in football. In 1994 he received his Master of Arts degree from San Francisco State University and he has taken courses at the University of Washington towards a doctorate degree in Education Leadership and Policy Studies. He served as director of four student services departments at Tacoma Community College and has served as adjunct faculty at two other colleges where he has taught courses in Ethnic Studies, African American History, Black Thought and Culture, The Civil Rights Movement and Multicultural Counseling. Over the last five years he has worked with fortune 500 companies as part of their Global Diversity & Inclusion teams and currently works back in his home town of Boulder at CU with the Office of Diversity Affairs at the Leeds School of Business.

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Dave Delay has worked for over twenty years as a director of Bayaud Enterprises where he assigns and manages people with disabilities in the work force. He has been responsible for employing and case management for hundreds and hundreds of disabled people and sits on the Consumer Advocacy Council for People with Disabilities, a state run disabilities coalition on public policy. He is a member of the advisory board of the People's Leadership Council.

Amanda Gonzalez is a second year law student at the University Of Denver Sturm College Of Law. She works with a diverse population of law students to examine and improve the law school environment. Amanda graduated from Occidental College in 2006 with a BA in Cognitive Science and Psychology. She has six years of experience as an advocate and community organizer, working with both local and national organizations such as OxyUnite, The Feminist Majority Foundation, Choice USA, and The Avon Walk for Breast Cancer. Amanda is also the author or the legal diversity blog "Reconstructing Law School."

Heather Golden is currently a 1st year student in the Higher Education program at DU. Her area of concentration is student development. She became interested in Higher Education during my undergrad years at the State University of New York, Fashion Institute of Technology (FIT) in New York City. Golden was very involved at FIT, acting as a Resident Advisor, serving on student government and as a student ambassador, serving as a voting director on the Student Faculty Corporation, extensive committee work, and staffing the computer lab. During her final year at FIT, she was elected President of the FIT Student Association, and served as Student Trustee to the FIT Board of Trustees. Golden is a member of two graduate student organizations at DU: Higher Education Student Association (HESA), and the College of Education Student Association (COESA). She currently works as an intern in academic advising at The Women's College of the University of Denver, where she supports the TWC mission of "advancing the world, one woman at a time."

Denise Gubrud is a Certified Medical Assistant at the Health and Counseling Center. I originally had the idea of pursuing health insurance and billing, fortunately I was guided in a different direction which led to the clinical side of medical care and then to University of Denver. Coming to a different country (I am originally from Canada) even when one speaks the same language can be challenging. Last year, along with the assistance of Erica Mischke, the HCC began interacting directly with the students at the English Language Center (ELC). A brief presentation and MMR immunization clinic is taken to the ELC during orientation week each quarter, giving the HCC an opportunity to reach out to one group of International students.

Faven Habte is a senior at DU studying Biochemistry with a minor in Biology and Psychology. She is currently the Vice-President of DU's Black Student Alliance and loves spending time with her BSA family. Faven plans to attend medical school with an emphasis on pediatric oncology and global health. This next year, Faven will be taking a year off to enjoy life and volunteer in the education system. She also wants to thank Trisa Bui for doing an amazing workshop session with her.

Arthur Jones is currently a Clinical Professor at The Women's College and has been a faculty member at the University of Denver for 18.5 years (previously as a faculty member in the psychology department). Dr. Jones founded a nonprofit organization based on campus called The Spirituals Project, which is multi-generational and multi-racial at all levels (including staff, board, and volunteers), and works to use the model of the songs created by enslaved African Americans to teach about the possibilities for social justice and racial reconciliation in our society. He has consistently designed and taught courses that deal with issues of race, gender, culture, power, and privilege. Dr. Jones earned his Ph.D. in clinical psychology from the University of Iowa, and he also holds an A.B. degree in psychology from Drew University and an M.A. from the University of Iowa in clinical psychology.

David Kugler is a first year master's student in the Higher Education - College Student Development program at the University of Denver. His research interests include access to education for historically marginalized groups, white privilege, and media representations of the LGBT community. He came to the University of Denver from Cornell College in Mount Vernon, Iowa, where he received a Bachelor of Arts degree in psychology and sociology. In addition to his studies, Kugler works at the DU Apartments Office as a Graduate Apartment Advisor, volunteers regularly at the DU Center for Multicultural Excellence, is mentoring an urban high school student through the college search, application and selection process, volunteers at the Denver Dumb Friends League, and serves as a member of the Gender Violence Task Force.

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Diane Larson has over 30 years of medical experience. She is a Registered Nurse at the Health and Counseling Center and also has a degree in Organizational Leadership. Diane is currently the Nurse Manager at the HCC.

Marisa Ligons is an Academic Adviser for The Women's College and is currently pursuing dual master's degrees in Higher Education and Religious Studies at the University of Denver. She currently serves as President of the Higher Education Student Association (HESA) and an Ambassador to the Morgridge College of Education. Ligons holds a Bachelor's degree from the University of Southern California in History and Religion. Her research interests include inclusive excellence, access and equity, social justice, and religious diversity.

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Randle Loeb currently serves as a community liaison for social services throughout the state on homeless issues and poverty, and performs extensive outreach as a community minister. Loeb is a graduate of Iliiff School of Theology in 1981 with a Masters of Divinity Degree. He worked for over ten years as the director of Woodrock, Inc., a leadership training program in Philadelphia, Pennsylvania. Loeb has acted for many years as an instructor, public speaker, community organizer, and presented numerous workshops of "reverse forums" throughout the Denver metro region. He is former editor and manager of the *Denver Homeless Voice*. In partnership with several community leaders, Loeb acts as the lead organizer of the "People's Leadership Council," a new enterprise to further the empowerment of homeless people.

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Julia Marcus-Johnson is a doctoral student within the Child Family and School Psychology program at the University of Denver. Johnson also serves on the team of the Learning Effectiveness Program at the University of Denver, working directly with students on the DU campus with learning disabilities, which has afforded her a greater understanding of the importance of effective accommodations for students in an inclusive college classroom.

Terrie Martinez is a Denver native and a 1986 graduate of the University of Denver. She is a leader in the local Hispanic community, serving on the board of Mi Casa Resource Center, and as a member of the Circle of Latina Leadership. Martinez lends her community outreach experience to her current position as Agency Recruiter at Prudential Financial, where she is key in building upon their award-winning history for inclusive work environments.

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Jeremiah Mashore is the Assistant Director for Operations at the DU Health & Counseling Center. He attended the Colorado College and continues his education at DU's University College. He expects to graduate with a degree in Leadership and Organization Studies in the 2011 winter term. He enjoys travel, backpacking and snowboarding. He was the Project Coordinator for Project South Africa, a service learning course, in 2005, 2006 and 2008.

Natalie Mattern is the Project & Cultural Administrator for Central Resources, Inc. in Denver. She currently works with different cultures in South America and Canada on a daily basis and leads training in cross-cultural communication for Human Resources. She has worked in multicultural teams for international companies in Denver, Colorado, Houston, Texas and London, United Kingdom. Mattern holds a master's degree in International and Intercultural Communication from the University of Denver. She is currently completing her Certificate in Intercultural Foundations Training from the Intercultural Communication Institute. She has lived and worked abroad in the United Kingdom and Spain, and has traveled extensively throughout Europe, Central and South America.

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Beverly Natividad is a second year Ph.D. student in the Culture and Communication program of the Department of Human Communication Studies. Her research interests include mass media representations, discourse analysis, labor migration, and whiteness within the framework of postcolonialism and intersectionality of race, gender, and class oppression. She is also a Graduate Teaching Instructor. Natividad has previously taught public speaking classes with a focus on world affairs, issues that matter, and voice and gender. She is currently teaching Fundamentals of Intercultural Communication.

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Caddie Nath is a senior International Studies and Journalism major at the University of Denver. She grew up in Colorado, but has followed her passions for cultures, languages and journalism to India, Europe, and the Middle East. Nath has studied Spanish and Arabic and has had stories published by several news media publications. She identifies herself in many ways, but most proudly as a member of the University of Denver community.

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John Nichols is the Director of the Driscoll Student Center. He has over 20 years of service to the University of Denver and has worked closely with students, staff, faculty, and administrators. He is a member of the Student Life Division Diversity Action Team.

Naomi WM Nishi has served on the faculty of DU's University College for four years, teaching graduate courses in Culture and Conflict and Intercultural Training. She is a graduate of the International and Intercultural Communication (IIC) program and is currently the Director of Program Design and Customization, developing workshops and training for professionals in higher education with Academic Impressions. Nishi has over seven years experience in adult education and does freelance work developing and facilitating intercultural training.

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Javier Ogaz is currently a fourth year (senior) student double majoring in Political Science and Spanish at the University of Denver. He was born and raised in Denver, Colorado. During his tenure at the University of Denver, Javier has held leadership positions in several campus organizations. Most notably, Javier has held the office of President Pro Tempore of the Undergraduate Student Government Senate since May 2008. Since this time, he has also served as the President of the Latino Student Alliance. Outside of academics and extra-curricular activities, Javier currently works part-time as a clerk in the United States Attorney's Office, District of Colorado. Since attending DU, Ogaz has sought out ways to challenge and develop his understanding of inclusivity and diversity by attending the Annual Diversity and Unity Leadership Retreat. Javier looks forward to graduating in June 2010 and beginning the next chapter of his professional and personal life.

Carrie Ponikvar is a Colorado native, and she completed her undergraduate work at the University of Northern Colorado and then headed to Michigan State for her Masters degree in Student Affairs Administration with a concentration in Multicultural Education. Carrie continued on to Fordham University in New York working as the Assistant Director of Residential Education. During her time at Fordham, Carrie was given the amazing opportunity to sail with Semester at Sea as the Resident Director for Social Justice and Spirituality initiatives. After Sailing with Semester at Sea, Carrie came home to Denver where she currently works as the Associate Director for Housing and Residential Education at the University of Denver.

Joel Portman is in his fourth year at the University of Denver. He is completing his BA in International Studies and working towards an MBA as part of the Daniels College of Business Dual Degree Program. He is currently working at the Center for Multicultural Excellence as Assistant Coordinator for Intergroup Relations and is a member of the Diversity Summit Planning Committee. Portman currently serves as USG Diversity Committee Vice Chair and has served as On-Campus Senator on the USG Senate and as the Chair of the USG Diversity Committee. He began work on diversity and social justice initiatives upon arriving at DU as a member of the Social Justice LLC and has continued that work in his roles on Senate and as a former Co-Director of Diversity and Culture for the University of Denver Programs Board among other student organizations and university committees.

Contact: jportman@du.edu

James Regan has many years of involvement in organized medicine including as past president of the Denver Medical Society, six year tenure on Board of Directors of the Colorado Medical Society, and upcoming Chair, 07/10, of the Colorado Foundation for Medical Care. Jim's efforts are typically patient-directed with emphasis upon access to care and quality of care. He has also served as Associate Clinical Professor of Medicine, University of Colorado School of Medicine.

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Kathleen Rice has served as a trainer, facilitator, and educator for more than 25 years, in higher education, non-profit, and governmental organizations. Her consulting work centers on supporting social change agents in the areas of diversity education, building reciprocal university-community partnerships, organizational change, and leadership building. Rice's passion for working with others to create more equitable, inclusive, and caring communities drives her personal and professional work. She is a leadership team member and teacher with UN training White Liberal Racism in the San Francisco Bay Area. She is a certified Technology of Participation Facilitator.

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Kristin Salada is a Principal for New Angle Consulting, LLC. She is a leadership/development consultant, team coach, and facilitator who has spent 16 years in experience-based learning and group facilitation. Salada's approach is energetic, professional, and personable, and she incorporates engaging experiential learning exercises to bring about increased self-awareness and understanding of differences in perception, style and backgrounds. Salada rides her bike each year on the Daniels College of Business MS-150 cycling team to support Multiple Sclerosis research & patient care.

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Mary Smoak currently works as the administrator of the People's Leadership Council, having lived without a safe, stable place for her family and been a victim of domestic abuse. She is currently employed at Bayaud Enterprises doing resumes and counseling with people with disabilities.

Morgan Speer, who hails from Louisiana, is a junior undergraduate student. She is majoring in Political Science.

Amy Stenson is the CME Graduate Student Coordinator for LGBTIQA & Social Justice Initiatives and a student at the Graduate School of Social Work. Amy received her bachelor degree in Criminal Justice at The University of Portland, Oregon. She is graduating with a Masters in Theological Studies this June from the Iliff School of Theology and will complete her Masters in Social Work in March 2011. Amy's passion is to raise awareness about diversity while challenging and dismantling systems of oppression. Post-graduation, she plans to continue working within the fields of conflict management and restorative justice as a community social worker through teaching, training and facilitating victim-offender mediations, group and circle dialogues.

Contact: Amy.Stenson@du.edu

Frank Tuitt is an assistant professor of higher education in the Morgridge College of Education at the University of Denver. Dr. Tuitt's research explores a range of topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. Tuitt is a co-editor and contributing author of the book *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*. Tuitt received his doctorate from the Harvard Graduate School of Education and received his B.A. from Connecticut College in 1987 where he currently serves his alma mater as a member of its Board of Trustees. He is a member of The Association for the Study of Higher Education (ASHE), American Educational Research Association (AERA), Professional and Organizational Development in Higher Education Network (POD). He also serves as a consultant to universities, colleges, and education related organizations on diversity training across the country.

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Jose J. Valdez, Jr. is a Ph.D. Candidate in the School of Education at Colorado State University, serves as an adjunct professor in the College of Business-Computer Information Systems at Colorado State University. He has thirty years of experience in technical and management positions in Telecommunications and Information Systems. He holds a master's in Telecommunications from the University of Denver, as well as a master's in Education Adult and Continuing Education from Colorado State University, and a bachelor's degree in Spanish and Latin American Studies from Colorado State University.

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Tammy Vaughn currently works for the People's Leadership Council as an advocate and member because she has been chronically without a safe, stable place to live. She has been a nurse and recently had her nursing license restored. Her work in caring for others with severe personal problems has been a key element in her changing her life.

Thomas Walker is the Associate Director & LGBTIQA and Social Justice Initiatives Coordinator at the Center for Multicultural Excellence. Thomas previously served as the Assistant Director of Arizona State University's Intergroup Relations Center. He coordinated diversity education programs, undertook social justice training, and served as a diversity consultant for the ASU and larger community. In his eight years at ASU, he also served as liaison to the LGBTIQ community and Advisor to the LGBTQ Student Coalition. Thomas has been engaged in the diversity and social justice field for nearly two decades, working with NCCJ-Anytown, the National Coalition-Building Institute, the Southern Institute for Education and Research, C. Harris Companies, Inc., the Social Justice Training Institute, and the University of Michigan-based Multiversity Intergroup Dialogue (MIGR) Research Project.

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Susan Wehrspann, lawyer by education, educator by choice, uses her extensive education and experience to provide high impact experiential learning that gets results. She can wrap the insights in down-to-earth stories and humor-- handling complex issues while engaging everyone. She excels in making a program stick- - providing the tools and techniques that become a language of inclusion. Her unique blend of theory and practice has earned her the reputation for enabling a change in both attitude and behavior. As Manager in Learning/Development at the University of Colorado Hospital, Wehrspann knows firsthand what it takes to implement successful diversity programs.

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Dyan Whitlow Underhill holds a master's degree in Health Administration from the Medical University of South Carolina, a master's degree in Education Leadership from George Washington University, and is currently completing a Ph.D. in Higher Education at the University of Denver. She serves as an editor for Pearson Education, managing the development of online CourseConnect courses. Underhill has experience in teaching both on-ground and online courses, which guides her role in developing effective online learning environments for a diverse population of instructors and students. Underhill currently lives in Monument, Colorado with her husband Derek and their two children, Davis and Mae.

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Marcy Willard is a doctoral student in the Child, Family, and School Psychology program within the College of Education at the University of Denver. She also serves as a pre-doctoral Fellow at JFK Partners Autism and Neurodevelopmental Disabilities Clinic through the Children's Hospital in Aurora. She works with students of all ages who are referred for a diagnostic assessment because of a suspected Autism Spectrum Disorder. Willard also plays a role in conducting school observations for the clinic, and her most recent poster session, "The Role of School Observation in a Diagnostic Assessment," was presented at the Children's Hospital's Annual Pediatrics Poster Session.

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Marilyn Williams is a faculty member in the Department of Geography at the University of Denver. She is a person who is interested in many things, which is why her work in Environmental Science and Geography provides her with the most challenges and the best rewards. Dr. Williams' main research interests include atmospheric pollution, toxicology and the health impacts on the population. This topic is housed in Environmental Justice and Health Disparities literature, but more and more, it is coming into play in the broader arena of Public Health. Lately, Dr. Williams has been broadening her research skills to international work providing GIS and Public Health skills to social capacity mapping. Dr. Williams also serves as a faculty trainer surrounding issues of Inclusive Excellence as it pertains to students (recruitment/retention), TA concerns, and Faculty (recruitment/retention).

Lisa Wexler is a faculty instructor at the English Language Center at the University of Denver. She received her M.A. in English from the University of Colorado and completed her graduate endorsement program in English as a Second Language at the University of Northern Colorado.

Hope A. Wisneski is a community activist who has worked in the lesbian, gay, bisexual and transgender (LGBT) community for over a decade. She serves as Deputy Executive Director of The GLBT Community Center of Colorado (The Center), and previously served as their Director of Youth Services. Wisneski has extensive experience providing clinical services, grassroots organizing, technical assistance, and training. She currently oversees grants, programs, and operations for The Center, and also serves as adjunct faculty for the DU Graduate School of Social Work. She is passionately committed to issues of social justice and creating safe space for marginalized voices to be heard.

Contact: hope@glbtcolorado.org

Joseph Zhang, a resident of Colorado for ten years, loves the mountain atmosphere and entered the University of Denver with the same love. He plans on majoring in international business and attending law school afterwards, but his true passion lies within public speaking. With his spare time, he loves traveling, eating, sleeping, indulging in food, napping, and watching movies.

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Community Partner

Every year the Summit Planning Committee selects an organization to support. This year we have selected YouthBiz as our community partner. Located in the Five Points neighborhood, YouthBiz empowers youth "with the skills, confidence, and knowledge needed to overcome life's challenges and make the most of life's opportunities... through after-school and summer programs that incorporate hands-on activities, real-world experience, and peer-to-peer facilitation". For more information, visit the YouthBiz website at <http://youthbiz.org>.



Business. Academics. Leadership.

Donations will be requested at the luncheon. Donations may be made in the form of cash, check, or credit card.

YouthBiz, Inc.

With a commitment to providing opportunities for social and economic empowerment, YouthBiz serves over 325 middle and high-school students each year. At YouthBiz, middle school and high school aged youth are empowered with the skills, confidence, and knowledge needed to overcome life's challenges and make the most of life's opportunities. Through after-school and summer programs that incorporate hands-on activities, real-world experience, and peer-to-peer facilitation, youth become active participants in their learning and success.

YouthBiz was founded in Denver's historic Five Points neighborhood by a local activist and eight inner-city teens in 1992. In eighteen years the organization has served over 2,500 youth through after-school programs that leave a lasting impact not just on the individual youth, but on their families and the larger community as well. With the goal transforming disenfranchised neighborhoods one youth at a time, YouthBiz is preparing a new generation of scholars, business men and women, entrepreneurs, community leaders, and other professionals.

Mission

To advance the social and economic empowerment of youth through a focus on business, academics, and leadership.

Vision

To ensure that all youth will have the character and skills needed to become productive, responsible, and fulfilled community members.

Values

YouthBiz is committed to the core values and life practices of integrity, achievement, and community.

Parking and Transportation Information

Transportation: If you are coming from off campus, please take public transportation. The University of Denver campus is served by Light Rail lines E, F, and H at the station at the north end of campus. Summit attendees may also use bus lines 24 and 21, which have stops along Evans Avenue and University Boulevard.

Parking: The closest parking areas for the Summit can be accessed via the Evans Parking Garage, located east of High Street on the south side of Evans Avenue or in the lot on the corner of Asbury and High Street.

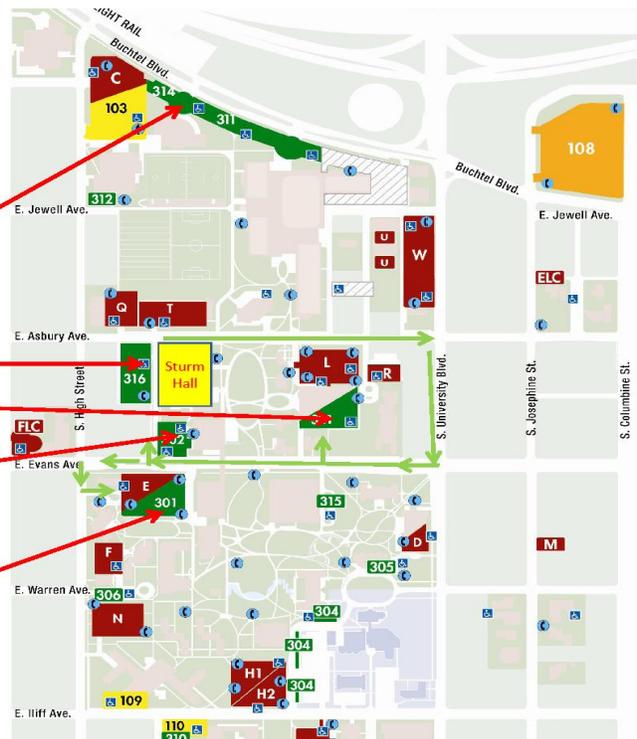
The parking payment machines accept dollar bills and credit cards. You should purchase more hours than you think you need for the event- 12 hours costs the same as 6 hours. **You can purchase parking all day for the event for \$6.**

Maps: For detailed campus maps including building locations, please visit www.du.edu/maps. The Summit will take place in Sturm Hall, Driscoll Student Center, and the School of Hotel, Restaurant, and Tourism Management Building.

Parking Map

Hourly Visitor Parking

Visitor Parking (\$1 per hour) Available in Lots Marked in Green



Please note: There is no on-street parking available in the adjacent neighborhoods.