



UNIVERSITY *of*
DENVER

SESQUICENTENNIAL



DIVERSITY
SUMMIT

ON INCLUSIVE EXCELLENCE



DIVERSITY AND INCLUSION IN HIGHER EDUCATION:
150 YEARS OF LEARNING, GROWTH, AND HOPE

THURSDAY, FRIDAY AND SATURDAY

MAY 8 - 10, 2014

UNIVERSITY OF DENVER

13TH ANNUAL DIVERSITY SUMMIT ON INCLUSIVE EXCELLENCE

DIVERSITY AND INCLUSION IN HIGHER EDUCATION

150 YEARS OF LEARNING, GROWTH AND HOPE

Welcome

Thirteen years ago, the Diversity Summit began with a few undergraduate students coming together to talk about diversity. Seven 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 who 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 **“150 Years of Learning, Growth and Hope.”** The theme was selected to build on the University of Denver Sesquicentennial, a year filled with events, celebrations and community service marking the 150th anniversary of DU. The 2014 Diversity Summit theme will provide the structure for participants to focus not only on the University's longstanding commitment to creating positive change in the world but also the areas that are critical for the success of inclusive excellence at DU for the next 150 years.

A new addition to the Summit for 2014 is an event open to the broader community on Thursday evening: a screening of the 2013 documentary *American Promise* and talkback session with the filmmakers. The film will help to spark a thought-provoking and critical discussion regarding Black male achievement. In light of the current national focus on young, Black males (i.e., President Obama's “My Brother's Keeper” initiative), this film is more timely than ever.

For the second year, the Diversity Summit Committee, in partnership with DUSC (DU Service and Change student organization), will host a day of campus outreach to future students and families, known as the **Day of Action**. We will be hosting up to 400 kindergarten – fifth grade students and parents from Munroe Elementary and Smith Renaissance School to help these Denver Public School families better understand how to prepare their students for college. The majority of the visiting students would be the first in their family to attend college.

To help guide you through what promises to be an exciting and invigorating Summit, please review the information in this program book 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.

Carolyn Ash

Co-Chair, 2014 Diversity Summit
Managing Director
Ash Consulting Group

Arriana Belkin

Co-Chair, 2014 Diversity Summit
Student Intern
Center for Multicultural Excellence

STATE OF COLORADO

OFFICE OF THE LIEUTENANT GOVERNOR

130 State Capitol
Denver, Colorado 80203-1792
Phone: (303) 866-2087



Joseph Garcia
Lieutenant Governor

April 25, 2014

Dear University of Denver Community:

Please allow me to commend both the organizers and participants in the DU Diversity Summit. As the Lt. Governor and Executive Director of the Colorado Department of Higher Education, I have made increased access to and more comprehensive participation in higher education my highest priority.

Embracing diversity is the honorable first step in ensuring every child in Colorado has a lifetime of opportunity ahead of them, however, moving toward inclusivity will ensure our youth are able to realize those opportunities with full participation and success. By increasing access to higher education we realize diversity, by changing the way we think about who receives an “exclusive” education, we realize inclusivity.

Diversity means economic and racial disparities are not prohibitive factors in college application, acceptance and graduation rates because all students will have equal opportunity for success. Beyond that, inclusivity means economic and racial disparities are not alienating factors in the classrooms and lecture halls because all students and faculty will seek out alternative points of view in order to achieve success.

Diversity means proactively recruiting graduate students in all fields to help mirror the breakdown of gender, race and socioeconomic groups in the general population. Beyond that, inclusivity means proactively recruiting a workforce that will build more comprehensive industries, better able to relate to all gender, race and socioeconomic audiences.

The work you all are doing to raise awareness and make embracing diversity a priority at the University of Denver is exactly the kind of leadership we need across the state. Thank you for your commitment.

Sincerely,

Joseph A. Garcia
Lieutenant Governor



FROM THE OFFICE OF THE CHANCELLOR



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

2014 SUMMIT SPONSORS

CHAMPION LEVEL (\$5000+)

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DU Sesquicentennial Committee
Undergraduate Student Government Diversity Committee

ALLY LEVEL (\$2500-\$4999)

Center for Multicultural Excellence

PROMOTER LEVEL (\$1000-\$2499)

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Josef Korbel School of International Studies
Office of Internationalization
Office of Undergraduate Admissions
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The Denver Foundation
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2014 SUMMIT PLANNING COMMITTEE

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Ash Consulting Group

Arriana Belkin

Center for Multicultural Excellence

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Morgridge College of Education

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Melissa Freeman

Morgridge College of Education

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Morgridge College of Education

Sudikshya Pal

Housing and Residential Education

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Housing and Residential Education

Anthea Johnson Rooen

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Frank Tuitt

Center for Multicultural Excellence

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Katrina Yoshida

Vice President

Undergraduate Student Government

Fatima Zahrae Chrifi Alaoui

Graduate Student Government

SPECIAL THANKS

Janice Kitta, Christa Bruning, and Colleagues

Division of Marketing and Communications

Franklin Jackson and Colleagues

University Libraries - Media Services

James Burback and Colleagues

Sodexo Dining Services

2014 SUMMIT AGENDA

Thursday, May 8, 2014 Community Night

5:00-6:00 pm	Community Reception	The Loft (Room 340) Anderson Academic Commons
6:00-8:30 pm	Screening & Discussion: <i>American Promise</i> Joe Brewster and Michèle Stephenson Book-signing and talkback with filmmakers after screening	Special Events Room Anderson Academic Commons

Friday, May 9, 2014 Keynote Speakers and Breakout Sessions

8:00 am - 9:00 am	Summit Registration & Continental Breakfast Graduate Inclusive Excellence Welcome Breakfast	Sturm Hall Davis Auditorium Lobby Sturm Hall 286
9:00 am - 10:30 am	Welcome and Morning Keynote Dr. Marybeth Gasman “Teaching Inclusive History” <i>Graduate School of Education, University of Pennsylvania</i>	Davis Auditorium, Sturm 248
10:45 am - 12:00 pm	Breakout Session 1	Various Locations, Sturm Hall
12:15 pm - 2:00 pm	Luncheon Keynote Dr. Ramona Beltrán “Honoring Sand Creek: Healing from Legacies of Historical Trauma” <i>Graduate School of Social Work, University of Denver</i> Champions of Change Awards Ceremony	Driscoll Center Ballroom
2:15 pm - 3:30 pm	Breakout Session 2	Various Locations, Sturm Hall
3:45 pm - 5:00 pm	Breakout Session 3	Various Locations, Sturm Hall
5:15 pm - 6:30 pm	Call to Action Closing Reception	Fritz Knoebel School of Hospitality Management

Saturday, May 10, 2014 Day of Action

9:30 am - 10:00 am	Welcome Future Pioneers	Davis Auditorium, Sturm 248
10:10 am - 10:40 am	Session I: Department Sessions/Lab Demonstrations	Various Locations, Sturm Hall
10:55 am - 11:25 am	Session II: Department Sessions/Lab Demonstrations	Various Locations, Sturm Hall
11:30 am-12:30pm	Students: Lunch and College Chat with DU Students Parents: Lunch and College Success Session	Driscoll Green Lindsay Auditorium, Sturm 281
12:30 pm - 1:30 pm	Campus Tour and Scavenger Hunt Parent Sessions (2 Sessions - Spanish and English)	University of Denver Campus Lindsay Auditorium, Sturm 281
1:30 pm - 2:00pm	Closing, Thanks, and Evaluations	Davis Auditorium, Sturm 248

GUIDE TO BREAKOUT SESSIONS

SESSIONS ARE COLOR-CODED FOR THE EXPECTED EXPERIENCE LEVEL OF PARTICIPANTS

Level I = Introductory

Level II = Intermediate

Level III = Advanced

SESSIONS ARE TAGGED WITH THE INTENDED AUDIENCE

AD = Administrators

GR = Graduate Students

CM = Community Members

ST = Staff

FA = Faculty

UG = Undergraduate Students

SESSIONS ARE TAGGED WITH UP TO THREE DESCRIPTIVE FOCUS AREAS

#Best/promising practices: Developing and/or sharing useful how-to's that participants can apply in their own settings.

#Creative: Sharing the process, presentation and impact of performing, studio, digital and other creative activities.

#Leadership/management: Motivating and empowering others around inclusiveness.

#Research: Sharing findings and implications from research projects.

#Specific population(s): Experiences of and issues facing specific segments of the campus community.

#Teaching & curriculum: Designing content and leading learning.

BREAKOUT SESSIONS AT A GLANCE

Breakout Session 1 10:45 am - 12:00 pm					
Session Title	Presenter(s)	Location	Level	Audience	Focus Tag(s)
Access To What and For Whom? African American Males in Higher Education	H .Ray Keith, Jason Shankle, Micah Desaire	Sturm 312	II	AD, CM, FA GR, ST, UG	#Best/promising practices #Research #Specific population(s)
The Be(A)ware Campaign	Vanessa Teck	Sturm 334	II	AD, FA, GR	#Best/promising practices #Creative #Leadership/management
Bringing the Campus Together: Intercultural Programming at DU	Marlene Arnold, Lauren Collins, Jill Duffy, Khouri Markos	Sturm 187	I	CM, FA, GR ST, UG	#Best/promising practices #Leadership/management #Specific population(s)
Continued Conversations with Dr. Marybeth Gasman: An Informal Follow-up	Dr. Marybeth Gasman	Sturm 133	NA		
The Drug War in Our Backyard: Historical, National, and Educational Perspectives	Kayla Knopp, Larissa D'Abreu, Kerry Gagnon	Sturm 333	I	AD, CM, GR, UG	#Leadership/management
How To Be An Ally: Tools, Skills and Discussion	Aleja Parsons, Lisa McFadyen-Ketchum, Skyler Leonard, Lane Nesbitt	Sturm 287	I	AD, CM, FA GR, ST, UG	#Best/promising practices #Leadership/management
How We Won ASSET: Brief History of Tuition Equity Policy in Colorado and Snapshot of What Has Happened Across the Country	Blanca E. Trejo	Sturm 134	II	AD, CM, FA GR, ST	#Leadership/management #Research #Specific population(s)
iDU: Tools and Techniques for Inclusive Course Design in the	Ryan Shiba, Brenden Goetz, Dave Thomas	Sturm 124	I	FA, ST	#Best/promising practices #Specific population(s)
In Solidarity: Performing Alliances Across Difference in Academia	Dr. Krishna Pattisapu, Salma Shukri	Sturm 275	II	FA, UG	#Best/promising practices #Leadership/management #Teaching & curriculum
Phitnus: A Journey of Entrepreneurialism, Community	Phoenix K. Jackson	Sturm 379	I	AD, CM, FA, GR, ST, UG	#Best/promising practices #Creative
Project Ava: Sharing Meaningful Stories That Inspire Meaningful Change	Joseph Zhang	Sturm 186	II	UG	#Best/promising practices #Creative #Leadership/management
What Kind of Asian Are You? Stereotypes and Microaggressions in the Experiences of Asian American Pacific Islander College Students	Rachel Lynn Miller, Varaxy Yi	Sturm 233	I	AD, CM, FA GR, ST, UG	#Best/promising practices #Specific population(s) #Teaching & curriculum
Where Are You From? The Challenges and Assets of Military and Transient Students in the Classroom	Betsy Harper, Kris Cotariu Harper	Sturm 254	I	AD, CM, FA GR, ST, UG	#Research #Specific population(s)
Whiteness, Womanhood, and Working Against Racism: Developing Curricula for Identity Exploration and Social and Social Action Planning	Emma Byers	Sturm 253	I	FA, GR, ST	#Teaching & Curriculum

BREAKOUT SESSIONS AT A GLANCE

Breakout Session 2 2:15 pm - 3:30 pm					
Session Title	Presenter(s)	Location	Level	Audience	Focus Tag(s)
American Horror Story: Tokenism in Media	Su Pal, Mike Roderique	Sturm 287	I	CM, GR, ST, UG	#Leadership/management #Teaching & curriculum
The Be(A)ware Campaign	Vanessa Teck	Sturm 334	II	AD, FA, GR, UG	#Best/promising practices #Creative #Leadership/management
Developing an Inclusive Excellence Leadership Certificate Program	Bridget Wetzel	Sturm 186	II	AD, CM, FA GR, ST, UG	#Best/promising practices #Research #Specific population(s)
Envisioning Racial Inclusivity in the College Classroom	Naomi Nishi, Janiece Mackey, Salma Shukri	Sturm 379	II	AD, CM, FA GR, ST, UG	#Best/promising practices #Specific population(s) #Teaching & curriculum
How We Won ASSET: Brief History of Tuition Equity Policy in Colorado and Snapshot of What Has Happened Across the Country	Blanca E. Trejo	Sturm 134	II	AD, CM, FA GR, ST	#Leadership/management #Research #Specific population(s)
Impact of Microaggressions in Higher Education: From the Employees' Perspective	Dr. Saran Stewart, Bryan Hubain	Sturm 233	II	AD, FA, GR, ST	#Best/promising practices #Leadership/management
In Solidarity: Performing Alliances Across Difference in Academia	Krishna Pattisapu, Salma Shukri	Sturm 275	II	FA, UG	#Best/promising practices #Leadership/management #Teaching & curriculum
Let's Talk About Sex: De-stigmatizing Conversations About Sex to Encourage Better Research, Teaching and Clinical Practice	Lane Nesbitt, Rachel L. Miller, Kayla Knopp, Michelle Lee	Sturm 253	I	CM, FA, GR, UG	#Best/promising practices #Leadership/management #Specific population(s)
Mentoring Conversation With Graduate Students	Dr. Marybeth Gasman	Sturm 133	NA	Graduate Students Only	
Pacific Islanders in the United	Natasha Saelua	Sturm 124	I	CM, GR,	#Specific population(s)
Real Life Indian	Viki Eagle, Amanda Williams	Sturm 187	I	GR, ST, UG	#Best/promising practices #Creative #Specific population(s)
Revisiting the 2012 DU Campus Climate Assessment (Double Session - Part 1)	Dr. Frank Tuitt, Johanna Leyba, Dr. Gina Johnson, Kathyne Grove, Dr. Bianca Williams, Dr. Tameka Gilreath, Dr. Chayla Haynes	Davis Auditorium	I	AD, CM, FA GR, ST, UG	#Best/promising practices #Research #Leadership/management

BREAKOUT SESSIONS AT A GLANCE

Breakout Session 3 3:45 pm - 5:00 pm					
Session Title	Presenter(s)	Location	Level	Audience	Focus Tag(s)
Access To What and For Whom?: African American Males in Higher Education	H .Ray Keith, Jason Shankle, Micah Desaire	Sturm 312	II	AD, CM, FA GR, ST, UG	#Best/promising practices #Research #Specific population(s)
American Horror Story: Tokenism in Media	Su Pal, Mike Roderique	Sturm 287	I	CM, GR, ST, UG	#Leadership/management #Teaching & curriculum
The Drug War in Our Backyard: Historical, National, and Educational Perspectives	Kayla Knopp, Larissa D'Abreu, Kerry Gagnon	Sturm 333	I	AD, CM, GR, UG	#Leadership/management
Envisioning Racial Inclusivity in the College Classroom	Naomi Nishi, Janiece Mackey, Salma Shukri	Sturm 379	II	AD, CM, FA GR, ST, UG	#Best/promising practices #Specific population(s) #Teaching & curriculum
How Inclusive Is Your Research? Creative Representations of Qualitative Data	Bryan Hubain, Varaxy Yi	Sturm 134	III	AD, CM, FA, GR	#Creative #Leadership/management #Research
How To Be An Ally: Tools, Skills and Discussion	Aleja Parsons, Lisa McFadyen-Ketchum, Skyler Leonard, Lane Nesbitt	Sturm 287	I	AD, CM, FA GR, ST, UG	#Best/promising practices #Leadership/management
Impact of Microaggressions in Higher Education: From the Employees' Perspective	Dr. Saran Stewart, Bryan Hubain	Sturm 233	II	AD, FA, GR, ST	#Best/promising practices #Leadership/management
Project Ava: Sharing Meaningful Stories That Inspire Meaningful Change	Joseph Zhang	Sturm 186	II	UG	#Best/promising practices #Creative #Leadership/management
Revisiting the 2012 DU Campus Climate Assessment (Double Session - Part 2)	Dr. Frank Tuitt, Johanna Leyba, Dr. Gina Johnson, Kathryne Grove, Dr. Bianca Williams, Dr. Tameka Gilreath, Dr. Chayla Haynes	Davis Auditorium	I	AD, CM, FA GR, ST, UG	#Best/promising practices #Research #Leadership/management
(Re)Visiting the Need for Inclusive Leadership Within Student Organizations: A Year Later	Leslie Rossman, Fatima Chrifi Alaoui, Vanessa Teck, Nick Bowlby	Sturm 275	II	CM, FA, GR ST, UG	#Best/promising practices #Leadership/management
Where Are You From? The Challenges and Assets of Military and Transient Students in the Classroom	Betsy Harper, Kris Cotariu Harper	Sturm 254	I	AD, CM, FA GR, ST, UG	#Research #Specific population(s)
Whiteness, Womanhood, and Working Against Racism: Developing Curricula for Identity Exploration and Social and Social Action Planning	Emma Byers	Sturm 253	I	FA,GR, ST	#Teaching & curriculum

SUMMIT OPENING KEYNOTE ADDRESS

9:00 AM – 10:30 AM

FRIDAY, MAY 9, 2014

“TEACHING INCLUSIVE HISTORY”

MARYBETH GASMAN, PH.D.

Professor of Higher Education

Graduate School of Education, University of Pennsylvania



Marybeth Gasman is a Professor of Higher Education in the Graduate School of Education at the University of Pennsylvania. She holds secondary appointments in history, Africana Studies, and the School of Social Policy and Practice. Dr. Gasman also serves as the Director of the Center on Minority Serving Institutions at Penn.

Dr. Gasman's areas of expertise include the history of American higher education, historically black colleges and universities, minority serving institutions, African American leadership, and fundraising and philanthropy.

She has written or edited 18 books, including *Understanding Minority Serving Institutions*, *Envisioning Black Colleges*, *Uplifting a People*, *Booker T. Washington Rediscovered*, *The Morehouse Mystique*, *A Guide to Fundraising at Historically Black Colleges and Universities*, and *The Essential Guide to Fundraising from Diverse College Alumni*. Eight of Dr. Gasman's books have won research awards.

Dr. Gasman's articles have been published in the *American Education Research Journal*, *Educational Researcher*, *Teachers College Record*, the *Journal of Higher Education*, the *Journal of Negro Education*, *Research in Higher Education*, the *History of Education Quarterly*, the *Journal of College Student Development*, among others. She is a regular contributor to the *Chronicle of Higher Education*, *Diverse Issues*, the *Huffington Post*, and the *New York Times*.

Dr. Gasman is the principal or co-principal investigator on five major grant-funded research projects related to Minority Serving institutions (MSIs) totaling \$10 million. Her research has been featured in the *New York Times*, the *Washington Post*, the *Wall Street Journal*, *Time*, *Newsweek*, *US NEWS*, *CNN*, and on National Public Radio.

Dr. Gasman consults for many organizations, including Lumina Foundation, Kresge Foundation, Education Sector, USA Funds, the Thurgood Marshall College Fund, Paul Quinn College, and Philander Smith College. She is a Vice President of the American Education Research Association. Dr. Gasman serves on the board of trustees at Paul Quinn College.

Dr. Gasman received the Penn GSE Excellence in Teaching Award as well as the Association for the Study of Higher Education's Early Career Award in 2006. In 2010, she was awarded the Ozell Sutton Medallion for Justice by Philander Smith College. In May 2012, she received an honorary degree from Paul Quinn College and the Mildred Garcia Exemplary Scholarship Award from the Council on Ethnic Participation.

BREAKOUT SESSION 1

10:45 AM - 12:00 PM

FRIDAY, MAY 9, 2014

Access To What and For Whom? African American Males in Higher Education

H. Ray Keith, Jason Shankle, Micah Desaire
Sturm Hall 312

LEVEL II AD, CM, FA, GR, ST, UG

#Best/promising practices #Research #Specific population(s)

When faced with the declining presence of African American males in higher education, K-12 and higher education institutions should feel pressure to collaboratively develop intervention initiatives that produce a critical mass of African American-Black Males engaging in academics of higher education that mirrors the critical mass of African American-Black males represented on athletic fields. Tedesco (2005) asserts engaging students of color in higher education is all about building and filling the pipeline through college access programs and outreach initiatives. Topic discussions of this workshop will focus on inclusive practices that value and recognize identity development, students' origin of culture, and the engagement of social networks. Additionally, the workshop will feature discourse around disrupting systemic barriers as it relates to increasing access to higher education for African American male students.

H. Ray Keith he has been committed to the educational and personal advancement of students of color. Mr. Keith has spent the last 15 years developing and fostering student leadership, achievement, and educational excellence in community based organizations and traditional educational settings. In his Inclusive Excellence Fellow position at the University of Denver's Center for Multicultural Excellence he co-chairs the Black Male Initiative Summit (BMIS). BMIS provides college access, pathway, and pipeline opportunities for African American male students. Commitment and dedication to the personal and educational advancement of underrepresented students and their families can be found at the foundation of his personal and professional philosophy.

Jason Shankle is a Denver native who earned his Master's degree in Psychology from Regis University. He is a Psychology Professor and Co-Advisor of Psi Beta National Honor Society for Psychology at the Community College of Denver. He is the Co-Chair of the Black Male Initiative Summit at the University of Denver's Center for Multicultural Excellence. Mr. Shankle is also a motivational speaker who focuses on community service, social change and education. The BMIS curriculum is one the many projects he is apart that increase awareness in the local community.

Micah Desaire is the Student Coordinator for College Access and Pipelines Programs at the University of Denver's Center for Multicultural Excellence. He is part of the leadership team of the Black Male Initiative Summit (BMIS) and the BMIS Scholar's Program, a year-long initiative aimed at the academic success and leadership development of 8th and 9th grade black males. Micah will be earning his B.A. in Political Science from DU in June. Micah's work and research focuses on issues related to social justice and social change.

The Be(A)ware Campaign

Vanessa Teck
Sturm Hall 334

LEVEL II AD, FA, GR

#Best/promising practices #Creative #Leadership/management

On October 28, 2013, an extremely hurtful message was written on a mirror within a multicultural floor in a DU first year residence hall. In an effort to combat this issue and bring awareness to our entire Pioneer community, the Be(A)ware campaign utilized social media to highlight the incredible diversity on our campus, while also tackling what campus cultures allow incidents like this to take place. The campaign received over 50 anonymous submissions and

Level I = Introductory Level II = Intermediate Level III = Advanced AD = Administrators CM = Community Members
FA = Faculty GR = Graduate Students ST = Staff UG = Undergraduate Students

coverage from *9News*. We believe it is crucial to address this event, in addition to deconstructing the response to the campaign in order to encourage Summit participants to think critically about how we can better work together to recognize the many layers of Inclusive Excellence, challenge our own biases, educate and support one other, and shift culture through social media.

Vanessa Teck, Director of Communications for the Graduate Student Government and is currently a Masters Candidate in Higher Education at the Morgridge College of Education. Vanessa is passionate about community engagement, addressing issues of social justice, and furthering inclusive excellence. However, much of her time is dedicated towards helping in the progressive Asian Pacific American (APA) movement, both locally and nationally. At present, she is embarking on a research project with the Asian American and Pacific Islander Research Coalition (ARC) to collect the stories of Bhutanese and Burmese refugees in Colorado. In her free time, Vanessa manages Community Outreach and Multimedia for Project Ava, an organization she co-founded with two fellow DU alumni to share meaningful stories to move the advocates of today and tomorrow.

Bringing the Campus Together: Intercultural Programming at DU

Marlene Arnold, Lauren Collins, Jill Duffy, Khouri Markos

Sturm Hall 187

LEVEL I CM, FA, GR, ST, UG

#Best/promising practices #Leadership/management #Specific population(s)

DU's internationalization efforts are incredible assets and tools for developing students into global leaders. Among these efforts are a growing international population (11%) and more opportunities for study abroad. But challenges remain on our campus in terms of engagement between international students and domestic students, faculty and staff. There is still room for improvement to create an inclusive environment at DU where the international and domestic communities are connected and integrated. This session will share the efforts of four departments -- Daniels College of Business, Housing & Residential Education, International Student & Scholar Services, and Student Activities -- to develop pathways for deeper engagement and intercultural competence. Examples of programs and services will be presented briefly, and then presenters will use case studies and participant input to lead a discussion on further ways to develop an inclusive campus community for international and domestic students, faculty and staff.

Marlene Arnold is a Senior International Student Advisor in the Office of International Student and Scholar Services at the University of Denver. She received a B.A. in French from Wake Forest University and an M.A. in International Education from the School for International Training. Marlene has worked in the field of International Education at Duke University, Ohio State University, and Franklin University. At DU, Marlene's roles include immigration advising, International Student Orientation, programming, and serving as advisor of the International Student Organization. Marlene is passionate about supporting international students throughout their time in the U.S.

Lauren Collins is the International Student Experience Specialist and interim Manager of Experiential Learning at the Daniels College of Business. She is also a doctoral student in the University of Denver's Higher Education program. Her research focuses broadly on the internationalization of higher education. She has an M.A. in China Studies (2008) from the University of Washington and a B.A. in International Affairs and Chinese Language and Civilization from the University of Colorado at Boulder (2005). Lauren has over eight years of experience working in the international education sector, including in internship with UNESCO and a year as a Fulbright Fellow in Macau. She speaks Mandarin Chinese and Japanese.

Jill Duffy received her bachelor's degree in French and History from Drake University (2003), as well as a Master's degree in Higher Education from the University of Denver (2008). In 2012, she returned to DU as the Assistant Director in Student Activities after working for 4 years in higher education and student affairs in Qatar. Jill is passionate about international affairs, travel, and helping students deepen their understanding of others and the world.

Khouri Markos is a Resident Director with Housing and Residential Education in Student Life at the University of Denver. Khouri earned her B.A. in Spanish and Sociology from Minnesota State University, Mankato and her M.A. in Student Affairs in Higher Education from Colorado State University where she focused on international education and bringing awareness to intercultural understanding. Khouri completed a practicum at the University of Dubai in the United Arab Emirates where she focused on understanding the student experience from a Middle Eastern perspective.

Continued Conversations with Dr. Marybeth Gasman: An Informal Follow-up

Dr. Marybeth Gasman
Sturm Hall 133

The Drug War in Our Backyard: Historical, National, and Educational Perspectives

Kayla Knopp, Larissa D'Abreu, Kerry Gagnon
Sturm Hall 333

LEVEL I AD, CM, GR, UG
#Leadership/management

The legalization of marijuana is currently a widely discussed topic, but one largely ignored factor is its impact on higher education. We will address this issue by first providing a historical background of drug laws and how they relate to racial and economic disparities. Then, we will discuss how these laws and policies continue to perpetuate social and economic inequality currently. Our main emphasis will be on the way that these issues relate to access to and discrimination within higher education. From this viewpoint, we will open up discussion on the future direction of drug laws and policies, and specifically, how these recent changes in marijuana legislation in Colorado affect policies and practices at universities

Kayla Knopp: I am a second-year graduate student in the Clinical Child Psychology Program at the University of Denver. My research interests focus on romantic relationships, particularly among populations and relationship structures that are often excluded from traditional couples research. These include relationships involving individuals of sexual and gender minorities, non-monogamous relationships, and unmarried relationships. I am also interested in social factors that influence couples and families, including the impact of drug prosecution on partner availability and family stability in low-SES communities. My work in the community involves broadening the umbrella of inclusiveness to include (non)religious, sexual, and gender diversity, and on issues related to the intersectionality of marginalized identities.

Larissa D'Abreu: I am currently a second-year graduate student in the Clinical Child Psychology Ph.D. program at the University of Denver. My research revolves around automatic processing and expression of emotions, particularly in children with autism. I volunteer as a "Big" with Big Brothers Big Sisters of Colorado, and especially enjoy blending fun outings and attaining leisure goals with educational gains. I am passionate about narrowing the education gap with regard to race and socioeconomic status, and have a special interest in the LGBT plight for equality.

Kerry Gagnon: I am a graduate student in the Child Clinical Psychology Ph.D. Program at the University of Denver. My research focuses on the effects traumatic experiences have on individuals and what characteristics may be a risk for adverse mental health outcomes. In my research, I acknowledge 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. I am also 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.

How To Be An Ally: Tools, Skills and Discussion

Aleja Parsons, Lisa McFadyen-Ketchum, Skyler Leonard, Lane Nesbitt

Sturm Hall 287

LEVEL I AD, CM, FA, GR, ST, UG

#Best/promising practices #Leadership/management

This workshop will explore how we can function as effective allies within our social and professional communities. Together with participants, we will describe what an ally is, why allies are important, and specific strategies that allies can use to be supportive and effective. We will share strategies for discerning when certain action strategies are likely to yield positive results. For example, there are some situations in which private conversations are likely to yield more effective results than public confrontations, and vice versa. We will focus on how to assess problematic situations to determine how we can help to maximize awareness and growth. We will also address common feelings that allies experience, such as insufficiency, guilt, and exhaustion. We will explore questions including "Am I a 'bad ally' if I do not confront every inappropriate comment or action I witness?" and "How can I restore and maintain emotional strength when ally efforts become exhausting?" Participants will be provided with booklets containing relevant materials and resources for continued support.

Aleja Parsons is pursuing her Ph.D. as a third year graduate student at the University of Denver. Her research interests include exploring how race and culture impact African American marital relationships and family structures. Specifically, she hopes to conduct research that will advance the understanding of how contextual and environmental factors (e.g., culturally informed stigmas, racism) negatively impact romantic and family relationships, marital success, and child functioning among African Americans. Furthermore, she is interested in investigating potential protective factors (e.g., ethnic identity, community support) that may buffer against negative outcomes experienced by this population. She hopes to use this research to develop a culturally relevant intervention program that considers experiences unique to this population as well as those that transcend group differences. Aleja received her M.A. from the University of Denver in 2014 and her thesis focused on how attitudes towards marriage, divorce and cohabitation impact dating decisions and relationship satisfaction. Aleja graduated summa cum laude with her B.S. in psychology from Howard University in 2010. Aleja has also spent time traveling in Europe, West Africa and Southeast Asia which inspire her future goals to apply a global perspective to the advancement of research on African American couples and families.

Lisa McFadyen-Ketchum is a graduate student in the developmental psychology Ph.D. program. She has 10 years combined research experience in molecular developmental neuroscience and is interested in risk and resilience in infants and toddlers, with a particular emphasis on school readiness. Lisa 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.

Skyler Leonard is a first year clinical student in the Service for At-Risk Youth and Families research lab. Skyler is from the Seattle area and attended the University of Washington receiving his B.A. in psychology. He then joined Teach for America as a 2009 corps member teaching 6th grade math and science in Phoenix while earning his M.Ed. He then taught in the Seattle area and was a research assistant at the University of Washington with the Developmental Pathways Project. Skyler is interested in the interaction of mental health and academic success among children and adolescents in at-risk populations. He is interested in resilience factors of youth who achieve in life despite various risk factors. He hopes to study how this resilience can be operationalized into interventions and disseminated in settings where they can reach a lot of students like schools.

Lane Nesbitt is currently a first-year Ph.D. student in the clinical psychology program at the University of Denver. Her research interests include exploring factors related to romantic and sexual satisfaction, especially for those with non-

traditional relationship structures (e.g., consensually non-monogamous relationships, relationships in which one partner is incarcerated). She hopes to develop an intervention program relevant to the needs of those in consensually non-monogamous relationships. Her clinical work centers around an understanding of couple and family dynamics as integral to several aspects of functioning (e.g., physical health, emotional adjustment). Nesbitt received her B.A. in psychology and women's studies from the University of Michigan, where she focused on advocating for prisoners' rights and helping them to prepare for reintegration into the community.

**How We Won ASSET: Brief History of Tuition Equity Policy in Colorado
and Snapshot of What Has Happened Across the Country**

Blanca E. Trejo
Sturm Hall 134

LEVEL II AD, CM, FA, GR, ST
#Leadership/management #Research #Specific population(s)

In this session, we'll explore Colorado policy prior to 1997, undocumented students and higher education during this time, changes in the state and the country between 1997 and 2013; a current look across the country – what other states are doing in regards to undocumented and/or documented students and higher education policy; where the FAFSA comes in; and how undocumented students are overcoming the hurdle of still expensive In-state tuition.

Blanca E. Trejo serves as Outreach and Access Coordinator – Statewide Parent Engagement and ASSET Education for College In Colorado. She is a Denver native and a graduate of West High School. As a Boettcher and Gates Scholar, she triple-majored, earning her B.A. in Spanish and Political Science as well as a B.S.B.A. in International Business from DU in 2010. Blanca has been an advocate for Colorado ASSET and Immigrant Rights since she was 15. She brings over 11 years of Community and Youth Organizing training experience with Together Colorado, United We DREAM, and the PICO National Network. She is also a proud sister of Pi Lambda Chi Latina Sorority Inc. and a Comrade of the Epsilon Chapter at the University of Denver, the first Latina Sorority on campus.

iDU: Tools and Techniques for Inclusive Course Design in the Digital Age

Ryan Shiba, Brenden Goetz, Dave Thomas
Sturm Hall 124

LEVEL I FA, ST
#Best/promising practices #Specific population(s) #Teaching & curriculum

This session integrates the needs of DU learners with inclusive strategies, addressing the varied student abilities found in classroom and online learning environments. We will discuss potential barriers to learning, identify tools and techniques to minimize these barriers, and familiarize attendees with campus and online resources through the sharing of experiences, live demonstration, and group activities. Specific topics will include effectively utilizing a Learning Management System (e.g. Blackboard/Canvas) to present and facilitate courses in an accessible manner, and identifying inclusive considerations for multimedia use (e.g. videos, online documents). The goal of this session is to increase awareness about potential access barriers to instructional material and provide tools and techniques to support the inclusion of diverse learners.

Ryan Shiba is an Instructional Designer in the Office of Teaching and Learning at the University of Denver. As an Instructional Designer, Ryan works with faculty members to design online course materials in accordance with recognized best practice and accessibility guidelines. Prior to the University of Denver, Ryan served as the Director of Instructional Technology at Adams State University in Alamosa, Colorado. He holds a Master of Arts degree in Education and has been professionally involved in online education since 2006.

Brenden Goetz is the Assistive Technology Specialist in the Disability Services Program at the University of Denver. Brenden consults with graduate and undergraduate students to help provide accommodations required by the ADA and Section 504. Most of these accommodations involve using technology to read, take notes, and produce assignments. Brenden has had a variety of experiences in education, including another position working with college students with developmental and learning disabilities, instructing backpacking courses for Outward Bound, and teaching in Switzerland and Martinique. Brenden has a Bachelors of Arts in Philosophy, and is currently pursuing a Master of Science in Business Analytics.

Dave Thomas works as an Academic Counselor for the Learning Effectiveness Program, DU's support program for students with learning disabilities. Earlier in his career he worked in the intellectual disability field as well as with assistive technology. He has taught public speaking and communication theory at the university level and occasionally participates in training programs on universal design for learning.

In Solidarity: Performing Alliances Across Difference in Academia

Dr. Krishna Pattisapu, Salma Shukri

Sturm Hall 275

LEVEL II FA, UG

#Best/promising practices #Leadership/management #Teaching & curriculum

Alliances across difference are an important part of any social justice movement. However, the nuances of privilege and oppression condition these alliances and warrant thoughtful and critical discussions. In this session, two doctoral students facilitate a critical, praxis-based conversation about the challenges and benefits of performing intersectional alliances across difference in academia. Using examples from their own lived experiences and personal alliances across race, gender, sexuality, and other categories of identity, the facilitators survey pertinent interdisciplinary literature about alliance building and critique discussions about alliances in popular culture. They define "ally" as an identity that is performed intersectionally, reflexively, and continually – rather than simply declared. The presenters also address the contentious nature of alliances among members of marginalized communities. Finally, they invite participants to reflect on the ways in which they perform alliances across difference in their daily lives. The workshop ends with a small group activity, which will help participants to brainstorm ways in which they can continue to forge and strengthen alliances across difference.

Krishna Pattisapu hails from southern Illinois and is a passionate teacher, critical Communication Studies scholar, and community activist. Her teaching, research, and activism center around the experiences of queer people of color. She is interested in conversations about alliance building, public pedagogy, and the transformative potential of performance.

Salma Shukri is doctoral student in the Department of Communication Studies. She has a strong interest in exploring culture, identity, hybridity, and affect. Specifically, her work takes a critical approach to examining forms of identity performance and resistance to forms of exclusion with regard to the intersection of gender, class, ethnicity, nationality and race.

Phitnus: A Journey of Entrepreneurialism, Community Impact, and Healing

Phoenix K. Jackson

Sturm Hall 379

LEVEL I AD, CM, FA, GR, ST, UG

#Best/promising practices #Creative #Specific population(s)

This workshop we will discuss the art of including one's passion and purpose with the skills that you already possess to turn your dream into a viable business. Phoenix Jackson, the creator of Phitnus, will share her journey through higher education, entrepreneurialism, and her work in creating a culturally relevant wellness program for women. Participants will observe the marketing around Phitnus, get a sample of the workout, what's to come within our advocacy for wellness in our communities, and do a fun activity to explore their "Lifestyle PhlyStyle." The first 10 individuals arriving for the session will receive a copy of the Phitnus DVD!

Phoenix K. Jackson is the creator and instructor of the new African dance and fitness series titled Phitnus. She has been a small business owner of a marketing and project management firm in Denver called Nation Marketing Group for 9 years. She is an Adjunct Faculty at the University of Denver's historic Colorado Women's College and the Executive Director of the Dance to Live Health Initiative & Beauty Shop Talk.

Project Ava: Sharing Meaningful Stories That Inspire Meaningful Change

Joseph Zhang

Sturm Hall 186

LEVEL II UG

#Best/promising practices #Creative #Leadership/management

Why can't a video about healthcare reform be just as popular as a cat video? Why can't a piece on cultural identity be just as compelling as the gossip column? Why can't a campaign on sex trafficking be just as viral as the launch of the next iPhone? They can, and the key is telling meaningful stories. Attendees will learn our unique approach to sharing meaningful stories and how we use them to launch successful social campaigns that raise awareness, raise money, or call people to action. They will learn through interactive participation how social media, community resources, and the Internet can inspire meaningful change. This is Project Ava's 4-Step Action Plan to social campaigning.

Joseph Zhang is the co-founder of Project Ava, a socially-conscious multimedia production company dedicated to sharing meaningful stories. In addition, he has produced short films and organized social campaigns for multiple causes and partners, including the Jubilee Project, MADD, and the Cunningham Foundation. He studied business, legal studies, and leadership at the University of Denver and Kings College London.

What Kind of Asian Are You? Stereotypes and Microaggressions in the Experiences of Asian American Pacific Islander College Students

Rachel Lynn Miller, Varaxy Yi

Sturm Hall 233

LEVEL I AD, CM, FA, GR, ST, UG

#Best/promising practice #Specific population(s) #Teaching & curriculum

"What kind of Asian are you?" This is one example of many microaggressions committed against Asian American Pacific Islander (AAPI) students both inside and outside of the classroom. The model minority myth is a pervasive stereotype that considers all AAPI students to be academically successful and well-adjusted. However, this is far from the reality and lived experiences of many AAPI students. We will explore the diversity of ethnicities and experiences in

this group, as well as address the serious inequities that impact each individual's experience using the concepts of intersectionality. As a group we will work together to recognize and address racial microaggressions committed against members of the AAPI group. Participants will gain knowledge and tools to understand AAPI student experiences and to act as allies for these students both within and outside of the classroom.

Rachel Lynn Miller is pursuing her Ph.D. as a third 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 Master's thesis assesses longitudinal changes in behaviors and feelings before and after initiation of sexual intercourse. Originally from Denver, CO, Rachel holds a B.A. in Romance Languages from Carleton College and a B.A. in Psychology from the University of Colorado, Denver.

Varaxy Yi is a Higher Education doctoral student at the University of Denver. She is dedicated to research involving underrepresented communities and their educational attainment, aspirations, and experiences. Specifically, she is interested in the experiences of Southeast Asian American students as they navigate the postsecondary education system and factors that affect access, persistence, and degree completion for these communities. In addition, she is interested in examining factors affecting graduate students' experiences as they navigate the complexities of academic, personal, and professional life. Varaxy is also a 2003 Gates Millennium Scholar.

Where Are You From? The Challenges and Assets of Military and Transient Students in the Classroom

Betsy Harper, Kris Cotariu Harper
Sturm Hall 254

LEVEL I AD, CM, FA, GR, ST, UG
#Research #Specific population(s)

While this workshop focuses on the challenges faced by military-connected children, much of what is discussed is applicable to any student of any age who has led a transient lifestyle. Many military-connected children see the challenges of life as insurmountable obstacles while others embrace the opportunities for personal growth and development. As service providers to military-connected children we can help them acclimate to and assimilate in to new environments, offering support and understanding during times of need arising from personal, local or national crisis.

Betsy Harper is an Army brat (an acronym fondly used to identify children from military families, derived from 19th century Britain: British Regiment Attached Traveler). In her first 18 years, she relocated 10 times and attended nine different schools. Born in Germany, Betsy has lived in two foreign countries and eight different states. Betsy has personally experienced both the advantages and disadvantages of the military lifestyle. Betsy has presented professional development programs for educators of military-connected children at local area schools in Virginia, and at the Georgia State Middle School Teachers' Association annual convention as well as at the Joint Services Conference on Fatherhood in the Military. Betsy is a graduate of Clemson University and a graduate student in Diversity in Higher Learning in the Higher Education Administration program at University of Denver. She is the daughter of Brigadier General Gil and Kris Harper and has both an older and younger brother. In her free time, Betsy enjoys performing improv comedy and rocking out on her tuba.

Kris Cotariu Harper has the combined education and experience to provide exceptional programming from all perspectives pertaining to the education of the military child. She has been a military family member her entire life and has over 30 years' experience working with the military and the instructional programs supporting service members and their families. Kris is well-versed in every aspect of the challenges facing the family in a mobilized military community as well as the geographically dispersed Reserve and National Guard units. Kris was raised in a Navy family and married an Army officer. She raised three children in the military environment and, as a high school teacher, taught military-connected students. She understands first-hand the challenges faced by these children. She has co-authored a professional development program for educators of military-connected children and has delivered this symposium with

consistently favorable evaluations in Department of Defense schools in Germany as well as to educator groups in Virginia and Georgia. Kris is married to Brigadier General Gil Harper (US Army, Ret) and has three adult children, one of them being her co-presenter.

**Whiteness, Womanhood, and Working Against Racism: Developing Curricula
for Identity Exploration and Social and Social Action Planning**

Emma Byers
Sturm Hall 253

LEVEL I FA, GR, ST
#Teaching & curriculum

Through the lens of my research on White college women, this session will explore means of developing transformative curricula to facilitate identity development and allied behavior development. Participants can expect to engage in learning opportunities exploring their own identities and privileges and will walk away with tangible ideas about how to engage in social justice action within their spheres of influence.

Emma Byers is a Master's candidate in the Higher Education program. She also works on campus in the Academic Advising and Discoveries Orientation office and in the Learning Effectiveness Program. Emma's research interests include gender socialization, critical Whiteness studies, suicidality and self-harm on college campuses, and retention of students with disabilities.

LUNCHEON KEYNOTE AND AWARDS CEREMONY

12:15 PM - 2:00 PM

FRIDAY, MAY 9, 2014

“HONORING SAND CREEK: HEALING FROM LEGACIES OF HISTORICAL TRAUMA”

RAMONA BELTRÁN, M.S.W., PH.D.

Assistant Professor, Graduate School of Social Work, University of Denver



Professor Ramona Beltrán’s scholarship focuses on the intersections of historical trauma, embodiment, and environmental/social determinants of health as they affect health and risk behaviors in indigenous communities.

As an indigenous scholar of Yaqui tribal heritage, she is particularly interested in centering cultural protective factors, strengths and resiliencies in indigenous populations as they work to interrupt the intergenerational transmission of historical trauma. She uses decolonizing methodologies with an emphasis on qualitative methods that incorporate innovative geo-spatial photographic technologies and digital storytelling to support community-based research.

Dr. Beltrán believes narrative is both a powerful clinical practice and research method that helps individuals, families and communities articulate the conditions of their own existence, as well as solutions to their most pressing issues.

With more than 15 years of experience using arts, dance and movement, digital media, and narrative with Latino and indigenous communities, Beltrán also has worked on numerous research projects funded by the National Institutes of Health that examine health, mental health and substance abuse disparities in these same communities.

We are honored also to be joined by **Mr. Otto Braided Hair**, a member of the Northern Cheyenne nation, and a descendent of survivors of the Sand Creek Massacre.

2014 PROVOST'S CHAMPIONS OF CHANGE AWARDS

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 who 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 Awards**, and incorporated them as part of the Annual Diversity Summit in an effort to expand the recognition of these exceptional individuals.

OUTSTANDING UNDERGRADUATE STUDENT AWARD

Alejandro Garcia

Alejandro Garcia is a Champion of Change because he lives and breathes Inclusive Excellence. In all that he does, he is conscientious about being more inclusive and how to celebrate diversity.

Specifically, Alejandro serves as the Chairperson of the Undergraduate Student Government Diversity Committee. In this role, he insists that that all DU student events strive to be inclusive. He has worked to improve and expand the Inclusive Excellence events sponsored and organized by the Diversity Committee. Some of these events include the Annual Diversity Luncheon, Discussion Sessions on stereotypes and privilege, and A Masked Affair event. Under his leadership, funding applications and events hosted by the committee and the membership of the group have doubled over the past year.

Alejandro is also the 2013-2014 Internal President of the Queer Straight Alliance, a student organization that promotes LBGTIQA rights and educates the broader community through events such as the *Coming Out Party*, *LBGTIQA History Month Photo Project*, and the *Drag Show*. In addition to this work, Alejandro is involved in many other ways such as a founder of the Be(A)ware Campaign, member of the Latino Student Alliance and the National Society of Minorities in Hospitality. Alejandro is involved in countless efforts to advance inclusion and understanding at DU to promote a more welcoming campus climate for everyone. He is a true Champion of Change!

OUTSTANDING GRADUATE STUDENT AWARD

Leslie Rossman

Leslie Rossman is a Champion of Change, as demonstrated through her commitment to promoting Inclusive Excellence at DU. She currently serves as the Graduate Student Government President, where she helped implement a campus-wide IE mission, created a professional development series for doctoral students, and helped organize the first Graduate Research and Performance Summit—all programs she ensured were infused with the tenants of Inclusive Excellence.

Working with the Center for Multicultural Excellence, Leslie serves as a Voices of Discovery Facilitator, is part of the Queer and Ally network, and was a recent recipient of CME's Master of (Gr) Advocacy award recognizing her role as a LBGTIQA&A peer educator. As a budding scholar, Leslie has presented at conferences on the importance of creating inclusive student organizations and demonstrates a commitment to social justice as an instructor by creating spaces for

students to speak openly about power, privilege, and oppression. As part of her commitment to fostering cross disciplinary dialog throughout DU's graduate population, Leslie was instrumental in organizing the first Graduate Research and Performance Summit, that featured panels addressing issues related to social justice, contemporary issues, public good, and global perspectives.

Leslie has served as a mentor and advocate for incoming and current graduate student and engaged in critical and practical approaches to promoting Inclusive Excellence through her leadership and campus involvement. Through her actions, Leslie is Champion of Change, serving as an example to peers, faculty and staff at DU.

OUTSTANDING STAFF MEMBER AWARD

Nashwa Bolling

Associate Director for Budget, Research and Analysis

Office of Undergraduate Admission

Nashwa Bolling has demonstrated a personal and professional commitment to inclusion and diversity during her tenure at DU. Her commitment to inclusion has positively impacted students and staff.

Nashwa has worked to support staff of color through two key organizations. She has served as the Co-President of the Association of Sisters in Higher Education (AHSE), a group dedicated to the advancement of African American professionals in higher education and as the Co-Chair of the Staff of Color Association designed as a professional network and support for Staff of Color at DU. This work falls well outside of the confines of her job description, but is front and center in her passions!

In terms of her support of students, Nashwa has played a key role in overseeing the annual Pioneer Prep program geared toward supporting African American high school juniors and seniors in through the college entrance process. In the past she served as a co-facilitator and mentor for the Sisters with a Purpose, a group to provide support of African American undergraduate students at DU. Through her work in the Office of Undergraduate Admission, Nashwa has done an amazing job providing support and resources for first generation, low-income, and historically underrepresented students. She works tirelessly to provide students with access to additional resources for private scholarships. Overall, Nashwa has been a true Champion of Change on behalf of students and staff from underrepresented communities.

OUTSTANDING FACULTY ADVOCATE AWARD

Bernadette Calafell, Ph.D.

Associate Professor

Department of Communication Studies

Dr. Bernadette Calafell has served as a Champion of Change on behalf of numerous students in the Communications department. Through numerous nominations, students expressed Dr. Calafell's track record of ensuring that inclusion and diversity were a priority in recruiting students and in her curriculum, and by providing safe and supportive mentorship to master and doctoral students in her department.

As a mentor and teacher, Dr. Calafell creates and embodies a safe space for students of color and queer students to find an academic home. Not only does she support individual students in examining their own privilege and being reflexive about their experiences and positionality, she also provides literature and materials that rarely grace the syllabi of traditionally White, straight, upper middle class universities. By providing access to works by people of color, people with disabilities, transgender and queer individuals, Dr. Calafell gives a voice to many who have never been allowed at the table.

Very rarely are we able to find a scholar that embodies her passion for teaching and learning within her research, the classroom, and the campus community. Bernadette is both a highly respected scholar and teacher who can merge all three and is able to become greater than the sum of all parts. Both a passionate and engaging teacher, she has found a love for her craft that is evident within her pedagogy and advocacy for social justice.

OUTSTANDING ADMINISTRATOR AWARD

Barbara Wilcots, Ph.D.

Associate Provost, Office of Graduate Studies

Dr. Barbara Wilcots works tirelessly to champion inclusive excellence on campus. In her role as Associate Provost, she strives to ensure that equity and inclusion are corner stones in the work of the Office of Graduate Studies. She encourages all of her employees to help create a culture of respect within the office and across campus through each human connection made.

In her role as Associate Professor in the English department, she has directed and served on numerous committees for doctoral students. She also mentors graduate students of color from a variety of departments across campus, even when she is not an official member of the dissertation committee. Dr. Wilcots always finds time to support students and staff through one on one mentoring, support and challenge. She is a dedicated university citizen and always willing to speak up when she sees injustice.

She has served on multiple university committees. In particular, Dr. Wilcots played a key role in the development of the Status of Faculty and Staff of Color working group and is currently a co-chair. This group is unprecedented on the DU campus and will provide DU with actionable items to help improve the campus climate for people of color. She is a true example of dedication to justice and equity.

INSTITUTIONAL LEADERSHIP AWARD

Robert Coombe, Ph.D.

Chancellor, University of Denver

Throughout his time at DU, Chancellor Coombe has been a Champion of Change on many fronts. His institutional leadership in the area of diversity and inclusion as Provost and as Chancellor have been numerous.

As Provost, some of the most notable accomplishments include his support of the reorganization and growth of what is now the Center for Multicultural Excellence. He also supported the development of the DU Latino Center for Scholarship and Community Engagement. As Chancellor, Robert Coombe commissioned the first ever Inclusive Excellence Strategic Plan in collaboration with the Faculty of Color Association, he elevated the visibility of the annual Pow Wow, he championed increase in endowed scholarships expanding access to a DU college education and most recently, he championed and ensured the two studies on the status of women and people of color were executed.

In addition to these tangible efforts, Chancellor Coombe took bold steps to begin to communicate the importance of inclusion and diversity, providing greatly needed institutional leadership. In his inaugural speech in 2007 he stated, “To me, [diversity is] 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 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.”

His accomplishments are many, and we are grateful for his commitment, passion, and dedication to creating positive change for inclusion and diversity at DU.

BREAKOUT SESSION 2

2:15 PM - 3:30 PM

FRIDAY, MAY 9, 2014

American Horror Story: Tokenism in Media

Su Pal, Mike Roderique

Sturm Hall 287

LEVEL I CM, GR, ST, UG

#Leadership/management #Teaching & curriculum

Film, television, and magazines share stories about the U.S. society that may not always reflect its reality. It's a real Scandal! Media can validate, reaffirm, and give voice to a community, culture, and individuals. Media can also invalidate, misrepresent, and silence a community, culture, and individuals. In this workshop, we will look back at the trends of storytelling and tokenism of identities and cultures in media and discuss how it has influenced our perceptions of community, culture, and individuals. It's a Titanic of an issue!

Su Pal graduated with her Masters of Art in Higher Education from the University of Denver. She currently the Assistant Director of Housing Operations for Housing and Residential Education at the University of Denver. As an individual who was immensely influenced by US American media (likes of Beverly Hills 90210) which in turn influenced her decision to come to the US for college education and the subsequent disappointment in finding St. Cloud, MN very different than Beverly Hills 90210, story telling in US American media is of particular interest. Su's current favorite shows are *American Horror Story*, *The Killing*, and *Scandal*.

Mike Roderique is a candidate for the M.A. in Higher Education here at the University of Denver. He is also a Graduate Resident Director for Housing and Residential Education at DU. Mike's favorite shows include *Orange is the New Black*, *The Walking Dead*, and *Teen Wolf*. Mike is interested in the topics of storytelling and tokenism in the U.S. media because of its particular influence over its citizens in shaping perceptions and actions of conflict or ally-ship.

The Be(A)ware Campaign

Vanessa Teck

Sturm Hall 334

LEVEL II AD, FA, GR, UG

#Best/promising practices #Creative #Leadership/management

On October 28, 2013, an extremely hurtful message was written on a mirror within a multicultural floor in a DU first year residence hall. In an effort to combat this issue and bring awareness to our entire Pioneer community, the Be(A)ware campaign utilized social media to highlight the incredible diversity on our campus, while also tackling what campus cultures allow incidents like this to take place. The campaign received over 50 anonymous submissions and coverage from *9News*. We believe it is crucial to address this event, in addition to deconstructing the response to the campaign in order to encourage Summit participants to think critically about how we can better work together to recognize the many layers of Inclusive Excellence, challenge our own biases, educate and support one other, and shift culture through social media.

Vanessa Teck, Director of Communications for the Graduate Student Government and is currently a Masters Candidate in Higher Education at the Morgridge College of Education. Vanessa is passionate about community engagement, addressing issues of social justice, and furthering inclusive excellence. However, much of her time is dedicated towards helping in the progressive Asian Pacific American (APA) movement, both locally and nationally. At present, she is embarking on a research project with the Asian American and Pacific Islander Research Coalition (ARC) to collect the stories of Bhutanese and Burmese refugees in Colorado. In her free time, Vanessa manages Community

Outreach and Multimedia for Project Ava, an organization she co-founded with two fellow DU alumni to share meaningful stories to move the advocates of today and tomorrow.

Developing an Inclusive Excellence Leadership Certificate Program

Bridget Wetzel

Sturm Hall 186

LEVEL II AD, CM, FA, GR, ST, UG

#Best/promising practices #Research #Specific population(s)

Inclusive Excellence is one of the key components of DU's diversity statement, as well as the university's mission, values, and goals, as the University strives to create a welcoming and inclusive environment, one that values the experiences and worldviews of all individuals and groups. Working together with campus partners, the Center for Multicultural Excellence will soon launch an Inclusive Excellence Leadership Certificate (IELC) to enhance the awareness and everyday practice of Inclusive Excellence for students at DU. The IELC will not only benefit the University by improving the overall campus climate, but also participating students dedicated to increasing their cultural awareness and leadership involvement. This session will examine the DU campus climate, discuss components of Inclusive Excellence, and take an in-depth look at the development of the IELC. With that background, participants will help shape the initiative by discussing interest in and opinions of the program, and suggesting areas for improvement and ideas for implementation.

Bridget Wetzel is a second year Master's candidate in the Higher Ed program, with an emphasis in Diversity and Higher Learning. Bridget holds a B.A. in Communication Studies from the Metropolitan State University of Denver, with prior professional experience in the field of Communication. In addition to pursuing her Master's degree, Bridget is an Inclusive Excellence Fellow at the Center for Multicultural Excellence, as well as an Interim Admissions Counselor at the Morgridge College of Education. She is passionate about social justice and environmental issues, and believes that everyone has the right to an affordable education. Bridget is originally from Kansas City, but has lived in Denver for eight years, and considers Colorado her home!

Envisioning Racial Inclusivity in the College Classroom

Naomi Nishi, Janiece Mackey, Salma Shukri, M.A.

Sturm Hall 379

LEVEL II AD, CM, FA, GR, ST, UG

#Best/promising practices #Specific population(s) #Teaching & curriculum

How does race impact the college classroom and the teaching and learning experiences therein? In this interactive workshop, we will use activities, storytelling, and scenarios to identify how white privilege and racism impact the collegiate learning environment. We will look specifically at racial micro aggressions and identify what they are and discuss examples. We will conclude the workshop with a brainstorming exercise to identify ways that we as learners and educators can build racial inclusivity in the college classroom.

Naomi Nishi is a Ph.D. student in the School of Education and Human Development at CU Denver. At CU Denver, she is also the Assistant Director of Educational Outreach in the Office of Research Development and Education. Naomi's research focuses on applying Critical Whiteness Studies and Critical Race Theory to the higher education teaching and learning environment. She is an alumna of DU's International and Intercultural Communications program and has served as an Adjunct Instructor at DU for over seven years.

Janiece Mackey is a Master of Social Science student at CU Denver and is the Executive Director of Young Aspiring Americans for Social and Political Activism (YAASPA) which is an organization in existence to cultivate the

academic, social and political engagement of high school students. Janiece is researching the creation of a social sciences career pathway for high school students in order to create a heightened awareness of how to navigate their sociocultural identity and careers within the social science disciplines. She is married with four children and received her degrees in Criminology and Political Science from the University of Denver.

Salma Shurkri is a doctoral candidate and Graduate Teaching Instructor in the Department of Communication Studies at the University of Denver. Her research focuses on hybridity and affect in relation to identity performance, belonging, and notions of home. More generally, her research interests span critical intercultural communication, culture, conflict, and difference.

How We Won ASSET: Brief History of Tuition Equity Policy in Colorado and Snapshot of What Has Happened Across the Country

Blanca E. Trejo
Sturm Hall 134

LEVEL II **AD, CM, FA, GR, ST**
#Leadership/management **#Research** **#Specific population(s)**

In this session, we'll explore Colorado policy prior to 1997, undocumented students and higher education during this time, changes in the state and the country between 1997 and 2013; a current look across the country – what other states are doing in regards to undocumented and/or DACAmented students and higher education policy; where the FAFSA comes in; and how undocumented students are overcoming the hurdle of still expensive In-state tuition.

Blanca E. Trejo serves as Outreach and Access Coordinator – Statewide Parent Engagement and ASSET Education for College In Colorado. She is a Denver native and a graduate of West High School. As a Boettcher and Gates Scholar, she triple-majored, earning her B.A. in Spanish and Political Science as well as a B.S.B.A. in International Business from DU in 2010. Blanca has been an advocate for Colorado ASSET and Immigrant Rights since she was 15. She brings over 11 years of Community and Youth Organizing training experience with Together Colorado, United We DREAM, and the PICO National Network. She is also a proud sister of Pi Lambda Chi Latina Sorority Inc. and a Comrade of the Epsilon Chapter at the University of Denver, the first Latina Sorority on campus.

Impact of Microaggressions in Higher Education: From the Employees' Perspective

Dr. Saran Stewart, Bryan Hubain
Sturm Hall 233

Level II **AD, FA, GR, ST**
#Best/promising practices **#Leadership/management**

Although there has been substantial research examining the effects of microaggressions in the public sphere there has been little research that examines microaggressions and their relationship to campus climate. This workshop explains from empirical data the types of microaggressions that affect campus climate for employees at universities. Additionally, the workshop provides an interactive component that allows participants to evaluate their own encounters and participation in acts of microaggressions. The larger aims of the workshop will spark university dialogue and begin the education of a workforce on cultural competence. As a result of these findings, coping strategies are suggested along with implications for professional development training.

Dr. Saran Stewart is currently a Lecturer at the University of the West Indies Mona in the Faculty of Humanities and Education. Born and raised in Kingston, Jamaica, she received her Ph.D. in Higher Education, with a concentration in Diversity and Higher Learning and a specialization in International Education Development at the University of Denver. Much of her research critically examines issues of comparative education, social justice, postcolonial theories,

education development and diversity in and outside the classroom. Saran also serves as a Diversity Specialist (PostDoc Fellow) in the Office of Institutional Diversity at Metropolitan State University of Denver.

Bryan Hubain is a doctoral candidate at the University of Denver with a concentration in Diversity and Higher Learning. His research focuses on the intersectionality of race and sexual identity of International Students on university campuses. More specifically, he examines how students cope, succeed and acclimate to normative homogenous environments, one in which embodies power and privilege.

In Solidarity: Performing Alliances Across Difference in Academia

Krishna Pattisapu, Salma Shukri

Sturm Hall 275

LEVEL II FA, UG

#Best/promising practices #Leadership/management #Teaching & curriculum

Alliances across difference are an important part of any social justice movement. However, the nuances of privilege and oppression condition these alliances and warrant thoughtful and critical discussions. In this session, two doctoral students facilitate a critical, praxis-based conversation about the challenges and benefits of performing intersectional alliances across difference in academia. Using examples from their own lived experiences and personal alliances across race, gender, sexuality, and other categories of identity, the facilitators survey pertinent interdisciplinary literature about alliance building and critique discussions about alliances in popular culture. They define "ally" as an identity that is performed intersectionally, reflexively, and continually – rather than simply declared. The presenters also address the contentious nature of alliances among members of marginalized communities. Finally, they invite participants to reflect on the ways in which they perform alliances across difference in their daily lives. The workshop ends with a small group activity, which will help participants to brainstorm ways in which they can continue to forge and strengthen alliances across difference.

Krishna Pattisapu hails from southern Illinois and is a passionate teacher, critical Communication Studies scholar, and community activist. Her teaching, research, and activism center around the experiences of queer people of color. She is interested in conversations about alliance building, public pedagogy, and the transformative potential of performance.

Salma Shukri is doctoral student in the Department of Communication Studies. She has a strong interest in exploring culture, identity, hybridity, and affect. Specifically, her work takes a critical approach to examining forms of identity performance and resistance to forms of exclusion with regard to the intersection of gender, class, ethnicity, nationality and race.

Let's Talk About Sex: De-stigmatizing Conversations About Sex to Encourage Better Research, Teaching and Clinical Practice

Lane Nesbitt, Rachel L. Miller, Kayla Knopp, Michelle Lee

Sturm Hall 253

LEVEL I CM, FA, GR, UG

#Best/promising practices #Leadership/management #Specific population(s)

People take part in a wide range of sexual activity, from asexuality to engagement in myriad sexual behaviors. We will present the development of one's sexual self as an essential aspect of the human experience. However, social norms limit our abilities to consider and openly address the range of human sexual behaviors. Therefore, many people lack appropriate supports around sexual decisions. We will address sexual stigma affecting specific communities, identities, and age groups, and positive outcomes of open discussion about sex. Participants will take part in a discussion about the

intersection between sexual violence and stigma, including the psychological effects and legal implications of reporting assault. We will suggest strategies for challenging stigma in order to discuss sex in a positive and comprehensive way. Participants will have an opportunity to become allies in creating healthy discussions about sexuality in their work, home, and educational environments, thereby promoting supportive communities.

Lane Nesbitt is currently a first-year Ph.D. student in the clinical psychology program at the University of Denver. Her research interests include exploring factors related to romantic and sexual satisfaction, especially for those with non-traditional relationship structures (e.g., consensually non-monogamous relationships, relationships in which one partner is incarcerated). She hopes to develop an intervention program relevant to the needs of those in consensually non-monogamous relationships. Her clinical work centers around an understanding of couple and family dynamics as integral to several aspects of functioning (e.g., physical health, emotional adjustment). She received a B.A. in psychology and women's studies from the University of Michigan, where she focused on advocating for prisoners' rights and helping them to prepare for reintegration into the community.

Rachel L. Miller is pursuing her Ph.D. in Clinical Child Psychology as a third 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 Master's thesis assesses longitudinal changes in positive and negative outcomes around initiation of sexual intercourse. Originally from Denver, CO, Rachel holds a B.A. in Romance Languages from Carleton College and a B.A. in Psychology from the University of Colorado, Denver.

Kayla Knopp is a second-year graduate student in the Clinical Child Psychology Program at the University of Denver. Her research interests focus on romantic relationships, particularly among populations and relationship structures that are often excluded from traditional couples research. These include relationships involving individuals of sexual and gender minorities, non-monogamous relationships, and unmarried relationships. As a clinician in training, her focus is on incorporating sex-positive and non-judgmental attitudes into evidence-based couple and individual therapies. Her work in the community involves broadening the umbrella of inclusiveness to include (non)religious, sexual, and gender diversity, and on issues related to the intersectionality of marginalized identities.

Michelle Lee is a first year graduate student in the Clinical Psychology program at DU. She is a member of the Traumatic Stress Studies Group, which researches the effects of interpersonal violence, particularly in women and children.

Mentoring Conversation With Graduate Students

Dr. Marybeth Gasman
Sturm Hall 133

Pacific Islanders in the United States Navigating Education

Natasha Saelua
Sturm Hall 124

LEVEL I CM, GR, UG
#Specific population(s)

When most Americans think of the Pacific Islands, sandy beaches, palm trees, and elements of luxury come to mind. Yet beneath that popular perception lies a completely different reality and community: the Pacific Islands as a home of indigenous people, sharing complex political ties to the United States. According to the 2010 Census there are over 1.2 million Pacific Islanders in the U.S., and is one of the fastest-growing ethnic groups in the country. What do we really know about Pacific Islanders? Why are Pacific Islanders choosing to leave their homelands and come to the continental U.S.? This workshop seeks to answer these questions.

Natasha Saelua is a graduate student at the University of Denver's Morgridge College of Education, pursuing the doctoral degree in Higher Education. She has extensive experience in student affairs, most recently serving as Associate Director for UCLA's Community Programs Office, and also as a community advocate at the local, state and national level. Her research interest is access to higher education for Pacific Islanders from the continental United States, Pacific Territories and nations under the Compact of Free Association. She completed her Master of Arts from UCLA's Asian American Studies program in 2012.

Real Life Indian

Viki Eagle, Amanda Williams

Sturm Hall 187

LEVEL I GR, ST, UG

#Best/promising practices #Creative #Specific population(s)

“Do you still live in a Tipi?” is a question Native Americans are still asked today. From the comic, White-starring Tonto in Disney’s 2013 Lone Ranger, partially shot in Colorado, to campus dismissals of concerns with the retired Boone figure, mass and social media sadly continue portraying false, outdated and damaging images of Native American people; society has forgotten that we are real people. In this interactive session, we’ll deconstruct these stereotypes and analyze media images in context of the struggles Native American populations face today (e.g., high levels of poverty, high rates of domestic violence against Native American women, and low success in education), learn about Native American people as Real Life Indians, and explore how to become a good ally.

Viki Eagle is a current first year Masters Student in Higher Education, concentration on Diversity and Higher Learning. Currently, she is the advisor for the Native Student Alliance and one of the founder of the DU New Beginnings Pow Wow in 2011. She is the founder and originator of "Real Life Indian" that encompasses her undergraduate photography project focusing on the modern day American Indian in the 21st Century. Her hopes are to deconstruct stereotypes of Indigenous peoples as well as educate others on contemporary issues these nations face.

Amanda Williams is from the Navajo Nation and is currently in her last year at the University of Denver studying psychology. Amanda has worked with various organizations on and off campus that include the Black Mesa Colorado caravan, diversity committee, Navajo Nation Environmental Protection Agency, and Denver Parks and Recreation. Amanda is also the president of the Native Student Alliance. She aspires to defeat the stereotypes of Native Americans while creating a new path to success in the traditional Native world and contemporary world.

Revisiting the 2012 DU Campus Climate Assessment

(NOTE: Double Session - Part 1)

Dr. Frank Tuitt, Johanna Leyba, Dr. Gina Johnson,

Kathryne Grove, Dr. Bianca Williams, Dr. Tameka Gilreath, Dr. Chayla Haynes

Davis Auditorium

LEVEL I AD, CM, FA, GR, ST, UG

#Best/promising practices #Research #Leadership/management

In the early 2012, University of Denver administered a campus climate assessment to students, faculty, and staff, garnering responses from 3,747 participants (a 26.2% response rate). Over the course of the following year both qualitative and quantitative analyses were completed, providing an understanding of the climate realities at DU. University representatives and outside assessment consultants will discuss the context of the survey, including the process of construction and implementation. The consultants will discuss the quantitative and qualitative analyses and findings of the assessment, illustrating the purpose and utilization of campus climate research with the hope of creating

more welcoming and affirming campus environments. The presentation will continue with a time of dialogue, as associate provost Tuitt highlights the questions, struggles, and concerns present during the study, and engages participants in considering how climate studies can further the work of diversity and inclusion in hostile campus environments. We will conclude with responses to and/or initial implications underway, stemming from the assessment.

Dr. Frank Tuitt is the Associate Provost for Inclusive Excellence and Associate Professor of Higher Education at the Morgridge College of Education at the University of Denver (DU). Dr. Tuitt is a scholar devoted to the examination and exploration of topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. His research critically examines issues of race, Inclusive Excellence and diversity in and outside the classroom from the purview of faculty and students.

Johanna Leyba is the Assistant Provost for Campus and Community Partnerships. Johanna is a native of Denver, Colorado. She earned a B.A. in Sociology with an emphasis in ethnic and urban studies from Colorado College in 1994, with a thesis on Identity Formation of Mexican Origin People Living in the United States. In 2002, she earned a Master's degree in Urban and Regional Planning with an emphasis in Community Development from the University of Colorado at Denver. In her current position she helps support and coordinate cross campus partnerships to advance an inclusive agenda at DU. She also works to build new and strengthen existing relationships between DU and historically underrepresented communities in the Metro Denver area.

Dr. Gina Johnson is the Director of Institutional Research & Analysis at the University of Denver. She earned her Ph.D. in Educational Psychology with an emphasis in Quantitative Methods in Education from the University of Minnesota where her dissertation was focused on the confirmatory factor analysis of a survey designed to measure involvement in evaluation processes. Gina has worked in the field of education for almost 20 years in a variety of positions, including as an educator at the K-12 and college level, faculty development coordinator, policy analyst, and institutional research professional. At DU she directs a team of IR professionals committed to enhancing DU's culture of measurement.

Kathryne Grove is the Director of the Equal Opportunity Office and the Title IX Coordinator. Grove is a 2003 graduate of DU's Sturm College of Law and has held positions with Mountain States Employers Council, the Supreme Court of the Federated States of Micronesia, and the Colorado Attorney General's Office. She holds a bachelor's degree in psychology from the University of Northern Colorado and was a social worker prior to attending law school.

Dr. Bianca Williams is an Assistant Professor of Ethnic Studies at the University of Colorado at Boulder. Williams' research centers on theories of race and gender within African diasporic communities, particularly the emotional aspects of being "Black" and a "woman" in the U.S. and Jamaica. Graduating with honors as an undergraduate at Duke University, Williams went on to earn a Ph.D. in Cultural Anthropology from Duke, and a Graduate Certificate in African & African American Studies. In her dissertation, "American Realities, Diasporic Dreams: Pursuing Happiness, Love, and Girlfriendship in Jamaica," Williams presents a fine-grained ethnographic analysis of diasporic relations based on research completed over four years in multiple cities in the U.S., Jamaica, and an online web-community. Dr. Williams continues to complete research that investigates the various strategies Black men and women utilize to pursue happiness and maintain good mental health individually, and as communities.

Dr. Tameka Gilreath, assistant professor of social work at University of Southern California, has worked on several projects related to substance use including biomedical studies of smoking patterns and performing secondary data analyses of the correlates of smoking among African American youth and adult samples. She has received substantial training in the use of advanced multivariate statistical methods across substantive areas with a focus on latent variable modeling. Dr. Gilreath's teaching interests include research methods; advanced quantitative methods; drugs behavior and health; adolescent development; and international social work.

Dr. Chayla Haynes is an assistant professor in higher education and student affairs leadership at University of Northern Colorado. Her research interests include examining the effects of racism on college student persistence among racially minoritized students, the operation of power and privilege in college teaching, and applications of Critical Race Theory (CRT) to postsecondary educational context.

BREAKOUT SESSION 3

3:45 PM – 5:00 PM

FRIDAY, MAY 9, 2014

Access To What and For Whom? African American Males in Higher Education

H .Ray Keith, Jason Shankle, Micah Desaire
Sturm Hall 312

LEVEL II AD, CM, FA, GR, ST, UG

#Best/promising practices #Research #Specific population(s)

When faced with the declining presence of African American males in higher education, K-12 and higher education institutions should feel pressure to collaboratively develop intervention initiatives that produce a critical mass of African American-Black Males engaging in academics of higher education that mirrors the critical mass of African American-Black males represented on athletic fields. Tedesco (2005) asserts engaging students of color in higher education is all about building and filling the pipeline through college access programs and outreach initiatives. Topic discussions of this workshop will focus on inclusive practices that value and recognize identity development, students' origin of culture, and the engagement of social networks. Additionally, the workshop will feature discourse around disrupting systemic barriers as it relates to increasing access to higher education for African American male students

H. Ray Keith he has been committed to the educational and personal advancement of students of color. Mr. Keith has spent the last 15 years developing and fostering student leadership, achievement, and educational excellence in community based organizations and traditional educational settings. In his Inclusive Excellence Fellow position at the University of Denver's Center for Multicultural Excellence he co-chairs the Black Male Initiative Summit (BMIS). BMIS provides college access, pathway, and pipeline opportunities for African American male students. Commitment and dedication to the personal and educational advancement of underrepresented students and their families can be found at the foundation of his personal and professional philosophy.

Jason Shankle is a Denver native who earned his Master's degree in Psychology from Regis University. He is a Psychology Professor and Co-Advisor of Psi Beta National Honor Society for Psychology at the Community College of Denver. He is the Co-Chair of the Black Male Initiative Summit at the University of Denver's Center for Multicultural Excellence. Mr. Shankle is also a motivational speaker who focuses on community service, social change and education. The BMIS curriculum is one the many projects he is apart that increase awareness in the local community.

Micah Desaire is the Student Coordinator for College Access and Pipelines Programs at the University of Denver's Center for Multicultural Excellence. He is part of the leadership team of the Black Male Initiative Summit (BMIS) and the BMIS Scholar's Program, a year-long initiative aimed at the academic success and leadership development of 8th and 9th grade black males. Micah will be earning his B.A. in Political Science from DU in June. Micah's work and research focuses on issues related to social justice and social change.

American Horror Story: Tokenism in Media

Su Pal, Mike Roderique
Sturm Hall 287

LEVEL I CM, GR, ST, UG

#Leadership/management #Teaching & curriculum

Film, television, and magazines share stories about the U.S. society that may not always reflect its reality. It's a real scandal! Media can validate, reaffirm, and give voice to a community, culture, and individuals. Media can also invalidate, misrepresent, and silence a community, culture, and individuals. In this workshop, we will look back at the

trends of storytelling and tokenism of identities and cultures in media and discuss how it has influenced our perceptions of community, culture, and individuals. It's a Titanic of an issue!

Su Pal graduated with her Masters of Art in Higher Education from the University of Denver. She currently the Assistant Director of Housing Operations for Housing and Residential Education at the University of Denver. As an individual who was immensely influenced by US American media (likes of Beverly Hills 90210) which in turn influenced her decision to come to the US for college education and the subsequent disappointment in finding St. Cloud, MN very different than Beverly Hills 90210, story telling in US American media is of particular interest. Su's current favorite shows are *American Horror Story*, *The Killing*, and *Scandal*.

Mike Roderique is a candidate for the M.A. in Higher Education here at the University of Denver. He is also a Graduate Resident Director for Housing and Residential Education at DU. Mike's favorite shows include *Orange is the New Black*, *The Walking Dead*, and *Teen Wolf*. Mike is interested in the topics of storytelling and tokenism in the U.S. media because of its particular influence over its citizens in shaping perceptions and actions of conflict or ally-ship.

The Drug War in Our Backyard: Historical, National, and Educational Perspectives

Kayla Knopp, Larissa D'Abreu, Kerry Gagnon

Sturm Hall 333

LEVEL I AD, CM, GR, UG

#Leadership/management

The legalization of marijuana is currently a widely discussed topic, but one largely ignored factor is its impact on higher education. We will address this issue by first providing a historical background of drug laws and how they relate to racial and economic disparities. Then, we will discuss how these laws and policies continue to perpetuate social and economic inequality currently. Our main emphasis will be on the way that these issues relate to access to and discrimination within higher education. From this viewpoint, we will open up discussion on the future direction of drug laws and policies, and specifically, how these recent changes in marijuana legislation in Colorado affect policies and practices at universities

Kayla Knopp: I am a second-year graduate student in the Clinical Child Psychology Program at the University of Denver. My research interests focus on romantic relationships, particularly among populations and relationship structures that are often excluded from traditional couples research. These include relationships involving individuals of sexual and gender minorities, non-monogamous relationships, and unmarried relationships. I am also interested in social factors that influence couples and families, including the impact of drug prosecution on partner availability and family stability in low-SES communities. My work in the community involves broadening the umbrella of inclusiveness to include (non)religious, sexual, and gender diversity, and on issues related to the intersectionality of marginalized identities.

Larissa D'Abreu: I am currently a second-year graduate student in the Clinical Child Psychology Ph.D. program at the University of Denver. My research revolves around automatic processing and expression of emotions, particularly in children with autism. I volunteer as a "Big" with Big Brothers Big Sisters of Colorado, and especially enjoy blending fun outings and attaining leisure goals with educational gains. I am passionate about narrowing the education gap with regard to race and socioeconomic status, and have a special interest in the LGBT plight for equality.

Kerry Gagnon: I am a graduate student in the Child Clinical Psychology Ph.D. Program at the University of Denver. My research focuses on the effects traumatic experiences have on individuals and what characteristics may be a risk for adverse mental health outcomes. In my research, I acknowledge 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. I am also 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.

Envisioning Racial Inclusivity in the College Classroom

Naomi Nishi, Janiece Mackey, Salma Shukri, M.A.

Sturm Hall 379

LEVEL II AD, CM, FA, GR, ST, UG

#Best/promising practices #Specific population(s) #Teaching & curriculum

How does race impact the college classroom and the teaching and learning experiences therein? In this interactive workshop, we will use activities, storytelling, and scenarios to identify how white privilege and racism impact the collegiate learning environment. We will look specifically at racial micro aggressions and identify what they are and discuss examples. We will conclude the workshop with a brainstorming exercise to identify ways that we as learners and educators can build racial inclusivity in the college classroom.

Naomi Nishi is a Ph.D. student in the School of Education and Human Development at CU Denver. At CU Denver, she is also the Assistant Director of Educational Outreach in the Office of Research Development and Education. Naomi's research focuses on applying Critical Whiteness Studies and Critical Race Theory to the higher education teaching and learning environment. She is an alumna of DU's International and Intercultural Communications program and has served as an Adjunct Instructor at DU for over seven years.

Janiece Mackey is a Master of Social Science student at CU Denver and is the Executive Director of Young Aspiring Americans for Social and Political Activism (YAASPa) which is an organization in existence to cultivate the academic, social and political engagement of high school students. Janiece is researching the creation of a social sciences career pathway for high school students in order to create a heightened awareness of how to navigate their sociocultural identity and careers within the social science disciplines. She is married with four children and received her degrees in Criminology and Political Science from the University of Denver.

Salma Shukri is a doctoral candidate and Graduate Teaching Instructor in the Department of Communication Studies at the University of Denver. Her research focuses on hybridity and affect in relation to identity performance, belonging, and notions of home. More generally, her research interests span critical intercultural communication, culture, conflict, and difference.

How Inclusive Is Your Research? Creative Representations of Qualitative Data

Bryan Hubain, Varaxy Yi

Sturm Hall 134

LEVEL III AD, CM, FA, GR

#Creative #Leadership/management #Research

Traditional representations of qualitative data often limit researchers' impact on minoritized communities. Data in the form of art, performance(s), and stories, become points of entry to a phenomenon, culture, or individual truths. Most people use a variety of ways to convey what they know: stories, pictures, theater, demonstrations, and poetry-and that most of these approaches are "as old as the hills" (Eisner, 1997, p. 5). Inclusive Excellence calls for a campus that engages in intentional conversations that are intellectually and culturally responsive. Hence, the orienting question of this session, "How inclusive is your research?" forces us to consider the representation of qualitative data that are relevant to communities we hope to help. Participants will discuss potential implications of using creative representations of data on practice, research, policy, advocacy and change, and participate in an activity applying what we've learned.

Bryan Hubain is a doctoral candidate in Higher Education at the University of Denver. His research interests focus on the intersections of race, sexuality, gender, and nationality explored through the experiences of international students in American higher education. He is also interested in Black male international students at Historically Black

Colleges and Universities (HBCUs). He hopes to extend this current research by exploring doctoral student socialization in higher education preparation programs and implications for the training of higher education faculty.

Varaxy Yi is a Higher Education doctoral student at the University of Denver. She is dedicated to research involving underrepresented communities and their educational attainment, aspirations, and experiences. Specifically, she is interested in the experiences of Southeast Asian American students as they navigate the postsecondary education system and factors that affect access, persistence, and degree completion for these communities. In addition, she is interested in examining factors affecting graduate students' experiences as they navigate the complexities of academic, personal, and professional life. Varaxy is also a 2003 Gates Millennium Scholar.

How To Be An Ally: Tools, Skills and Discussion

Aleja Parsons, Lisa McFadyen-Ketchum, Skyler Leonard, Lane Nesbitt
Sturm Hall 287

LEVEL I AD, CM, FA, GR, ST, UG

#Best/promising practices #Leadership/management

This workshop will explore how we can function as effective allies within our social and professional communities. Together with participants, we will describe what an ally is, why allies are important, and specific strategies that allies can use to be supportive and effective. We will share strategies for discerning when certain action strategies are likely to yield positive results. For example, there are some situations in which private conversations are likely to yield more effective results than public confrontations, and vice versa. We will focus on how to assess problematic situations to determine how we can help to maximize awareness and growth. We will also address common feelings that allies experience, such as insufficiency, guilt, and exhaustion. We will explore questions including "Am I a 'bad ally' if I do not confront every inappropriate comment or action I witness?" and "How can I restore and maintain emotional strength when ally efforts become exhausting?" Participants will be provided with booklets containing relevant materials and resources for continued support.

Aleja Parsons is pursuing her Ph.D. as a third year graduate student at the University of Denver. Her research interests include exploring how race and culture impact African American marital relationships and family structures. Specifically, she hopes to conduct research that will advance the understanding of how contextual and environmental factors (e.g., culturally informed stigmas, racism) negatively impact romantic and family relationships, marital success, and child functioning among African Americans. Furthermore, she is interested in investigating potential protective factors (e.g., ethnic identity, community support) that may buffer against negative outcomes experienced by this population. She hopes to use this research to develop a culturally relevant intervention program that considers experiences unique to this population as well as those that transcend group differences. Aleja received her M.A. from the University of Denver in 2014 and her thesis focused on how attitudes towards marriage, divorce and cohabitation impact dating decisions and relationship satisfaction. Aleja graduated summa cum laude with her B.S. in psychology from Howard University in 2010. Aleja has also spent time traveling in Europe, West Africa and Southeast Asia which inspire her future goals to apply a global perspective to the advancement of research on African American couples and families.

Lisa McFadyen-Ketchum is a graduate student in the developmental psychology Ph.D. program. She has 10 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.

Skyler Leonard is a first year clinical student in the Service for At-Risk Youth and Families research lab. Skyler is from the Seattle area and attended the University of Washington receiving his B.A. in psychology. He then joined Teach for America as a 2009 corps member teaching 6th grade math and science in Phoenix while earning his M.Ed. He then taught in the Seattle area and was a research assistant at the University of Washington with the Developmental Pathways Project. Skyler is interested in the interaction of mental health and academic success among children and adolescents in at-risk populations. He is interested in resilience factors of youth who achieve in life despite various risk factors. He hopes to study how this resilience can be operationalized into interventions and disseminated in settings where they can reach a lot of students like schools.

Lane Nesbitt is currently a first-year Ph.D. student in the clinical psychology program at the University of Denver. Her research interests include exploring factors related to romantic and sexual satisfaction, especially for those with non-traditional relationship structures (e.g., consensually non-monogamous relationships, relationships in which one partner is incarcerated). She hopes to develop an intervention program relevant to the needs of those in consensually non-monogamous relationships. Her clinical work centers around an understanding of couple and family dynamics as integral to several aspects of functioning (e.g., physical health, emotional adjustment). Nesbitt received her B.A. in psychology and women's studies from the University of Michigan, where she focused on advocating for prisoners' rights and helping them to prepare for reintegration into the community.

Impact of Microaggressions in Higher Education: From the Employees' Perspective

Dr. Saran Stewart, Bryan Hubain

Sturm Hall 233

Level II AD, FA, GR, ST

#Best/promising practices #Leadership/management

Although there has been substantial research examining the effects of microaggressions in the public sphere there has been little research that examines microaggressions and their relationship to campus climate. This workshop explains from empirical data the types of microaggressions that affect campus climate for employees at universities. Additionally, the workshop provides an interactive component that allows participants to evaluate their own encounters and participation in acts of microaggressions. The larger aims of the workshop will spark university dialogue and begin the education of a workforce on cultural competence. As a result of these findings, coping strategies are suggested along with implications for professional development training.

Dr. Saran Stewart is currently a Lecturer at the University of the West Indies Mona in the Faculty of Humanities and Education. Born and raised in Kingston, Jamaica, she received her Ph.D. in Higher Education, with a concentration in Diversity and Higher Learning and a specialization in International Education Development at the University of Denver. Much of her research critically examines issues of comparative education, social justice, postcolonial theories, education development and diversity in and outside the classroom. Saran also serves as a Diversity Specialist (PostDoc Fellow) in the Office of Institutional Diversity at Metropolitan State University of Denver.

Bryan Hubain is a doctoral candidate at the University of Denver with a concentration in Diversity and Higher Learning. His research focuses on the intersectionality of race and sexual identity of International Students on university campuses. More specifically, he examines how students cope, succeed and acclimate to normative homogenous environments, one in which embodies power and privilege.

Project Ava: Sharing Meaningful Stories That Inspire Meaningful Change

Joseph Zhang

Sturm Hall 186

LEVEL II UG

#Best/promising practices #Creative #Leadership/management

Why can't a video about healthcare reform be just as popular as a cat video? Why can't a piece on cultural identity be just as compelling as the gossip column? Why can't a campaign on sex trafficking be just as viral as the launch of the next iPhone? They can, and the key is telling meaningful stories. Attendees will learn our unique approach to sharing meaningful stories and how we use them to launch successful social campaigns that raise awareness, raise money, or call people to action. They will learn through interactive participation how social media, community resources, and the Internet can inspire meaningful change. This is Project Ava's 4-Step Action Plan to social campaigning.

Joseph Zhang is the co-founder of Project Ava, a socially-conscious multimedia production company dedicated to sharing meaningful stories. In addition, he has produced short films and organized social campaigns for multiple causes and partners, including the Jubilee Project, MADD, and the Cunningham Foundation. He studied business, legal studies, and leadership at the University of Denver and Kings College London.

Revisiting the 2012 DU Campus Climate Assessment

(NOTE: Double Session - Part 2)

Dr. Frank Tuitt, Johanna Leyba, Dr. Gina Johnson,

Kathryne Grove, Dr. Bianca Williams, Dr. Tameka Gilreath, Dr. Chayla Haynes

Davis Auditorium

LEVEL I AD, CM, FA, GR, ST, UG

#Best/promising practices #Research #Leadership/management

In the early 2012, University of Denver administered a campus climate assessment to students, faculty, and staff, garnering responses from 3,747 participants (a 26.2% response rate). Over the course of the following year both qualitative and quantitative analyses were completed, providing an understanding of the climate realities at DU. University representatives and outside assessment consultants will discuss the context of the survey, including the process of construction and implementation. The consultants will discuss the quantitative and qualitative analyses and findings of the assessment, illustrating the purpose and utilization of campus climate research with the hope of creating more welcoming and affirming campus environments. The presentation will continue with a time of dialogue, as associate provost Tuitt highlights the questions, struggles, and concerns present during the study, and engages participants in considering how climate studies can further the work of diversity and inclusion in hostile campus environments. We will conclude with responses to and/or initial implications underway, stemming from the assessment.

(Re)Visiting the Need for Inclusive Leadership Within Student Organizations: A Year Later

Leslie Rossman, Fatima Chrifi Alaoui, Vanessa Teck, Nick Bowlby

Sturm Hall 275

LEVEL II CM, FA, GR, ST, UG

#Best/promising practices #Leadership/management

Creating a space for inclusivity within student organizations begins with its leaders. Building off of the experiences of the Graduate Student Government's implementation of inclusive excellence as a main goal of the organization, this workshop will provide guidelines for incorporating inclusive leadership and cultivating the need for inclusivity within

the membership of 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, President of Graduate Student Government and is a Doctoral Candidate in the Department of Communication Studies at the University of Denver. Leslie is an Arts Humanities and Social Science Divisional Dissertation Fellow. She received an M.A. in Political Studies at the University of Illinois, Springfield. Her research interests include rhetorical mediations of labor and globalization, rhetoric and political economy, the effects of neoliberalism in the workplace, as well as gender and sexuality in popular culture. Leslie has been an active leader at the University of Denver through her roles in Graduate Student Government, Graduate Students of The Four Faculties, and the Communication Studies Graduate Student Organization.

Fatima Chrifi Alaoui, Director of Inclusive Excellence for the Graduate Student Government; Doctoral Candidate, Department of Communication Studies, University of Denver. Fatima is a Fulbright scholar at the University of Denver. She is pursuing a doctoral degree in Communication and Culture at the Department of Communication Studies. She also received her M.A. in Intercultural and International Communication at the Department of Media, Film & Journalism Studies and the Josef Korbel School of International Studies at DU. Her research focuses on the performances, constructions, and representations of Arab and Muslim Americans, transnational diasporic hybrid identities, and whiteness in popular culture, education, and other everyday contexts.

Vanessa Teck, Director of Communications for the Graduate Student Government and is currently a Masters Candidate in Higher Education at the Morgridge College of Education. Vanessa is passionate about community engagement, addressing issues of social justice, and furthering inclusive excellence. However, much of her time is dedicated towards helping in the progressive Asian Pacific American (APA) movement, both locally and nationally. At present, she is embarking on a research project with the Asian American and Pacific Islander Research Coalition (ARC) to collect the stories of Bhutanese and Burmese refugees in Colorado. In her free time, Vanessa manages Community Outreach and Multimedia for Project Ava, an organization she co-founded with two fellow DU alumni to share meaningful stories to move the advocates of today and tomorrow.

Nicholas Bowlby, Former Graduate Student Government President and a 4th year doctoral student in the Higher Education program specializing in leadership and organizational change. Nick is also the Student Engagement Coordinator within Alumni Relations. His research interests include student engagement, inclusive student organizations and college access. Nicholas earned his Bachelor's degree in public relations from Southern Illinois University and his Master's degree in marketing communications from the University of Illinois.

Where Are You From? The Challenges and Assets of Military and Transient Students in the Classroom

Betsy Harper, Kris Cotariu Harper
Sturm Hall 254

LEVEL I AD, CM, FA, GR, ST, UG
#Research #Specific population(s)

While this workshop focuses on the challenges faced by military-connected children, much of what is discussed is applicable to any student of any age who has led a transient lifestyle. Many military-connected children see the challenges of life as insurmountable obstacles while others embrace the opportunities for personal growth and development. As service providers to military-connected children we can help them acclimate to and assimilate in to new environments, offering support and understanding during times of need arising from personal, local or national crisis.

Betsy Harper is an Army brat (an acronym fondly used to identify children from military families, derived from 19th century Britain: British Regiment Attached Traveler). In her first 18 years, she relocated 10 times and attended nine

Level I = Introductory Level II = Intermediate Level III = Advanced AD = Administrators CM = Community Members
FA = Faculty GR = Graduate Students ST = Staff UG = Undergraduate Students

different schools. Born in Germany, Betsy has lived in two foreign countries and eight different states. Betsy has personally experienced both the advantages and disadvantages of the military lifestyle. Betsy has presented professional development programs for educators of military-connected children at local area schools in Virginia, and at the Georgia State Middle School Teachers' Association annual convention as well as at the Joint Services Conference on Fatherhood in the Military. Betsy is a graduate of Clemson University and a graduate student in Diversity in Higher Learning in the Higher Education Administration program at University of Denver. She is the daughter of Brigadier General Gil and Kris Harper and has both an older and younger brother. In her free time, Betsy enjoys performing improv comedy and rocking out on her tuba.

Kris Cotariu Harper has the combined education and experience to provide exceptional programming from all perspectives pertaining to the education of the military child. She has been a military family member her entire life and has over 30 years' experience working with the military and the instructional programs supporting service members and their families. Kris is well-versed in every aspect of the challenges facing the family in a mobilized military community as well as the geographically dispersed Reserve and National Guard units. Kris was raised in a Navy family and married an Army officer. She raised three children in the military environment and, as a high school teacher, taught military-connected students. She understands first-hand the challenges faced by these children. She has co-authored a professional development program for educators of military-connected children and has delivered this symposium with consistently favorable evaluations in Department of Defense schools in Germany as well as to educator groups in Virginia and Georgia. Kris is married to Brigadier General Gil Harper (US Army, Ret) and has three adult children, one of them being her co-presenter.

**Whiteness, Womanhood, and Working Against Racism: Developing Curricula for
Identity Exploration and Social and Social Action Planning**

Emma Byers

Sturm Hall 253

LEVEL I FA, GR, ST
#Teaching & curriculum

Through the lens of my research on White college women, this session will explore means of developing transformative curricula to facilitate identity development and allied behavior development. Participants can expect to engage in learning opportunities exploring their own identities and privileges and will walk away with tangible ideas about how to engage in social justice action within their spheres of influence.

Emma Byers is a Master's candidate in the Higher Education program. She also works on campus in the Academic Advising and Discoveries Orientation office and in the Learning Effectiveness Program. Emma's research interests include gender socialization, critical Whiteness studies, suicidality and self-harm on college campuses, and retention of students with disabilities.

CALL TO ACTION CLOSING RECEPTION
 5:15 PM - 6:30 PM FRIDAY, MAY 9, 2014



Call To Action
 CLOSING RECEPTION

featuring the ever-popular

Chocolate Fountain

Atrium - Fritz Knoebel School of
 Hospitality Management

Don't forget your business cards!

DAY OF ACTION

9:00 AM - 2:00 PM SATURDAY, MAY 9, 2014

For the second year, the Diversity Summit Committee, in partnership with DUSC (DU Service and Change student organization), will host a day of campus outreach to future students and families. We will be hosting up to 400 kindergarten - fifth grade students and parents from **Munroe Elementary and Smith Renaissance School** to help these Denver Public School families better understand how to prepare their students for college. The majority of the visiting students would be the first in their family to attend college. We are excited to bring students to our campus and empower them to go college, and possibly attend the University of Denver in the future!

9:30 am - 10:00 am	Welcome Future Pioneers	Davis Auditorium, Sturm 248
10:10 am - 10:40 am	Session I: Department Sessions/Lab Demonstrations	Various Locations, Sturm Hall
10:55 am - 11:25 am	Session II: Department Sessions/Lab Demonstrations	Various Locations, Sturm Hall
11:30 am - 12:30pm	Students: Lunch and College Chat with DU Students	Driscoll Green
	Parents: Lunch and College Success Session	Lindsay Auditorium, Sturm 281
12:30 pm - 1:30 pm	Campus Tour and Scavenger Hunt	University of Denver Campus
	Parent Sessions (2 Sessions - Spanish and English)	Lindsay Auditorium, Sturm 281
1:30 pm - 2:00pm	Closing, Thanks, and Evaluations	Davis Auditorium, Sturm 248