

Diversity Matters!

A Quarterly Newsletter



Produced by:

The Diversity Committee (DC)
The Multicultural Reading Group (MCRG)

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Welcome to the second issue of Diversity Matters! We're very excited to share these stories and events with you, especially as the university gears up for this year's Diversity Summit. In this issue we hope to provide examples of current and ongoing efforts to improve Inclusive Excellence in hopes of encouraging further engagement with this topic.

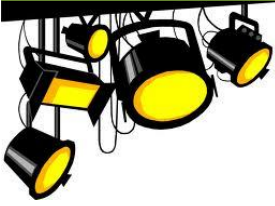
And of course, one way to get involved in our community's diversity efforts is to attend the **Diversity Summit**. The Diversity Summit is organized by the Center for Multicultural Excellence (highlighted on page 2) and this year's theme is "Pioneering Innovation through Inclusion: What do you DU." Both of us have attended the Diversity Summit in past years and highly recommend this enlightening experience. Attendees hear from speakers who have made important contributions to Inclusive Excellence in their communities as well as engage in hands-on workshops. Last year, we both had the privilege of helping to facilitate one of these workshops along with Hannah Bianco, Patrice Crisostomo, Ryan Matlow, Marina Mendoza, Emma Peterson, JP Reyes, Laura Rindlaub, and Jane Sundermann. Together, we put on three workshops. We found the experience educational and rewarding. This year MCRG students are hoping to put on a few more workshops with possible themes ranging from microaggressions, to sexism in the media, and teaching advocacy. If you would like to help facilitate a workshop there's still time to get involved (contact Hannah Bianco)! If you would prefer to simply attend the summit, keep your eyes out for emails about registration. To answer some frequently asked questions: yes – the summit is on campus, and, no – you don't have to commit to the entire day. The Diversity Summit is a great place to get those 'diverse thinking' wheels turning, and as an extra plug for our fellow graduate students – there's lots of free food involved!



MacDonal Wer & Pikovsky

*Irena Pikovsky, Developmental Psychology Graduate Student
Tish MacDonald Wer, Child Clinical Psychology Graduate Student*





DU Community Spotlight: Center for Multicultural Excellence

Written by: **Patrice Crisostomo & Ryan Matlow**
Interview with **Johanna Leyba**,
Assistant Provost for Inclusive Excellence

Over the past year, members from the Department of Psychology's Multicultural Reading Group teamed up with faculty, staff, and administrators from across campus to develop a university-wide Inclusive Excellence assessment. This effort, led by Johanna Leyba, Assistant Provost for Inclusive Excellence at DU's Center for Multicultural Excellence (CME), aims to capture and measure perceptions of diversity and inclusiveness across the university. The survey was recently distributed via webCentral and received responses from over 4,000 DU faculty, staff, and students. We took some time to catch up with Johanna Leyba to ask about her work at CME, the goals of the Inclusive Excellence Assessment, and potential future collaborations between the Psychology Department and CME.

Q: Can you describe CME's mission and its role at DU?

A: About twelve years ago, the university adopted the idea that excellence is intrinsically tied to inclusion. For the university to truly become an excellent academic institution, we also had to recognize the benefits of inclusiveness. CME takes the lead on fulfilling the university's commitment to inclusion and diversity and implementing the Inclusive Excellence (IE) agenda on campus. We want students to be able to successfully interact with people different from themselves. We also want to create a more welcoming campus environment for everyone.

Q: What resources are available through CME?

A: One of the things we've always encouraged is co-sponsorship. CME has funding set aside to support collaborative efforts that support IE programming. We also have a wide variety of trainings available. CME is developing a "train the trainer" program where we're training graduate students to conduct workshops and trainings focused on several topics, including identity development; power, privilege, and oppression; queer and ally development; and facilitating intergroup dialogues. CME also provides graduate student workshops, covering topics such as selecting dissertation topics, helping people negotiate contracts for those who want to pursue a career in academia, preparing for job talks, etc. These workshops are targeted mostly for graduate students from historically underrepresented backgrounds (e.g., women, ethnic minorities), but they're open to the broader graduate student population as well.

Q: What inspired you and CME to develop an IE assessment for the university? What are the goals of the assessment? How will it be used?

A: The assessment came out of discussions about how to implement the University's Strategic Plan (http://www.du.edu/cme/inclusive_excellence.htm). Creating a positive campus climate is one of the key goals of the Strategic Plan, and we needed to start by evaluating the current climate at DU. In addition to providing a broad campus report on where we stand, we will also provide feedback to specific divisions to facilitate the implementation of division-level strategic plans.



Johanna Leyba



Q: What future opportunities will there be for faculty and students from the Psychology Department to collaborate with CME?

A: We recently started an IE Fellowship Program where students from the Morgridge College of Education receive stipends and tuition waivers for completing practicum placements to support specific units with IE work. We are looking to work with other departments to see if similar placements and partnerships are feasible.

CME is always looking for volunteers who are interested in getting good training and practical experience doing inclusion work. For example, graduate students can get training to become inclusiveness trainers (see above), or facilitators for the Voices of Discovery Program (<http://www.du.edu/cme/voices.html>).

One thing I've enjoyed about CME is that we turn to the community to see what their needs and ideas are. It would be great to continue to meet with departments and explore possibilities.

Q: Any other comments?

A: I would like to say that MCRG rocks! The creation of the IE assessment is a perfect example CME's collaboration with departments on campus. CME wanted to do a survey like this for a while, and the expertise in survey development and attention to detail that members of MCRG brought was vital.

For more information about CME and IE – please contact Johanna Leyba, M.A. at johanna.leyba@du.edu, or visit the CME website: <http://www.du.edu/cme>.



Course Spotlight: Diversity in the Classroom

Written by: Pree Zarolia & Eliana Hurwich-Reiss

While striving for inclusive excellence in all aspects of the department is an important goal, incorporating Inclusive Excellence and diversity in the classroom have immediate and long-lasting effects on each class member as well as the department as a whole. Addressing diversity issues in courses can be challenging especially when course topics do not intentionally target these issues. We asked students to recall instances in which issues of diversity were handled particularly well in their DU classes, and faculty members to offer effective techniques for incorporating diversity into the classroom. Members of the department generated specific themes that help elucidate the active ingredients in these formative learning experiences. Below we present each of these themes, followed by brief quotes from some of the faculty and students that so generously offered their time and thoughts.



Strategies for encouraging self-reflection and growth in the classroom

- ***Creating a safe and welcoming place for group-discussions:***

“... a safe space where people could share both positive and negative reactions to their own experiences as well as others’ experiences and statements. The cultivation of this safe atmosphere for open communication is really important.”

– Ryan Matlow

“... create and maintain a safe classroom environment... This involves not shying away from emotionally-charged debates in order to preserve a pristine and comfortable atmosphere, but also showing utmost respect for students in terms of how far an envelope could be pushed.”

– Jane Sundermann

- ***Providing structured reflection time:***

Courtney Mitchell, an advanced student in the program and instructor in the International Disaster Psychology MA program at the Graduate School of Professional Psychology, also includes self-reflection exercises in her courses. Her directed self-reflection exercises encourage students to consider cultural relativism and ethnocentric perspectives, to explore value differences cross-culturally, think through conflicts that may arise from differences in communication styles and to reflect on their own intercultural competence.

- ***Being mindful of different perspectives in the classroom:***

When discussing diversity issues, it is important to meet students where they are and respect students’ levels of awareness around these issues.

“...not calling out minority students to speak on behalf of the minority experience but at the same time welcome minority students to talk about these issues and their experiences if they desire.”

- Heidi Blocker

- ***Incorporating multiple modalities-- Books/Articles/Videos/Guest Speakers:***

Some students and faculty members noted that videos can be a useful method for presenting diversity related topics. Yenchen Chang added that including subtitles to videos is considerate of international students and demonstrates cultural sensitivity.

Another useful method is to bring guest lecturers into the classroom to discuss diversity related issues. One successful example of this is how George Potts invited Art Jones to the Teaching course to talk about diversity issues in the classroom. Emma Espel commented that “it was an incredibly helpful and informative talk.”

- ***Revisiting sensitive issues:***

For sensitive issues, it may be important to revisit them over time. This can help students to have time to process these difficult issues.

Strategies for increasing cultural competency in research and clinical work

Julia Dmitrieva explains that though her HLM and SEM courses were not designed to explore issues surrounding diversity, the methodology taught in the class lent itself to exploring cross-cultural research. She goes on to state that even from a basic research perspective, considering diversity is an essential component to moving every area of scientific research forward. Reflecting this in courses is beneficial to all.

"Martha Wadsworth, in Child Assessment, incorporated multicultural issues into discussion every day: how culture relates to assessment, how we can incorporate multicultural considerations into our clinical work , and how we can think critically about our assessment tools given their roots in the dominant culture "

– Charlene Collibee



Upcoming Events @ DU or Denver:

Written by: Rachel Miller
& Lisa McFadyen-Ketchum

<u>Date/ Time</u>	<u>Event</u>	<u>Location</u>	<u>Description</u>	<u>More Details</u>
May 19 - 20, 2012	Tesoro Annual Indian Market and Powwow	The Fort, Morrison	Over 50 of the nation's top award winning Native American artists in pottery, jewelry, easel arts, etc.	http://www.tesoroculturalcenter.org/Calendar.html
July 28, 2012 - July 29, 2012	Colorado Dragon Boat Festival	Sloan's Lake Park in Northwest Denver	Two days action packed dragon boat racing, performing arts, cultural customs, cuisine and a marketplace.	cdbf.org
June 25-26, 2012	Cherry Blossom Festival	between Lawrence and Larimer, and 19th and 20th Streets	Experience Japanese dance, drum performances, art exhibits, Asian marketplace, food and more.	http://www.tsdbt.org/cherryblossom/
July 13- July 15, 2012	Colorado Gay Rodeo	Jefferson County Fairgrounds, Golden, CO	Celebrate the 30th Anniversary of the Colorado Gay Rodeo at the Jefferson County Fairgrounds.	cgra.ws
June 16- 17, 2012	Denver Pride Fest	Civic Center Park, Broadway and Colfax Avenue	Come enjoy the parade, entertainment, food and more at this celebration of community, heritage, family and culture.	denverpridefest.org
June 15 - 17, 2012	Greek Festival	Assumption Greek Orthodox Cathedral	Come eat, drink and dance like a Greek at the family friendly 2012 Greek festival.	http://www.thegreekfestival.com/
June 11-15, 2012	Research Methods with Diverse Racial and Ethnic Groups	Michigan State University, Lansing, Michigan	Learn about successful research approaches for diverse racial and ethnic groups	http://www.apa.org/science/resources/ati/res-diversity.aspx
May 5-6 2012	Cinco de Mayo	Civic Center Park	Arts and crafts, Mariachi bands, Mexican culinary delights, and three stages featuring Latino entertainment!	http://cincodemayodenver.com/
Monthly, details TBA	Multi Cultural Reading Group (MCRG)	Frontier Hall	Mostly student reading group. Faculty Advisor: Ann Chu, PhD.	Hannah Bianco hbianco@du.edu
Second Tuesday of each month 2-3:30pm	Diversity Committee (DC)	Frontier Hall	Faculty/student committee.	Jane Sunderman jane.sunderman@gmail.com
Biweekly, details TBA	PACE	Frontier Hall	Student group (see above in this newsletter). Faculty Advisor: Stephen Shirk, PhD	Shelby Scott shelbyscott@gmail.com
Every Wednesday, 7:00-8:00pm	Learn to Salsa Dance	Turnverein Dance & Cultural Center 1570 Clarkson Street, Denver, CO	Beginner Salsa Lessons	More Salsa Central Info: http://www.salsacentraldenver.com

Next issue:

We will produce the next issue (Vol 1. No 3) of *Diversity Matters!* in the next few months. If you would like to contribute in any way, please contact the Spring Quarter co-editors, Pikovsky (ipikovsk@du.edu) or MacDonald (tish.macdonald@gmail.com) as soon as possible. We look forward to hearing your feedback and introducing two new student co-editors for the next issue of the newsletter!