Beyond Good Intentions

Confronting My Bias to Change Our Community

January 21 and 22, 2016
The University of Denver is proud of its ongoing tradition of dedicating attention, time and energy to learning and growing in our capacity to work towards a more inclusive campus environment. The annual Diversity Summit was begun in 2001 by a group of undergraduate students who wanted to talk about diversity. Now in our 15th year, the Diversity Summit for Inclusive Excellence has become THE annual campus event for collectively exploring our challenges, our strengths, and the many possibilities that exist.

This year’s theme, was selected in recognition of the power of the individual to effect change. It is easy to complain about what systems, institutions and others have done to us, and to list the things “they” need to do to make it better; but this year, we wanted to start with ourselves. While DU’s institutional commitment to the tenants of Inclusive Excellence began in 2007, and we have seen changes since, much works still remains. And much of the real changes comes through each and every person being able to confront our own bias, to admit our mistakes, and to act consistently in more inclusive ways. Our hope as a committee is that, through challenging self-reflection and discussions today and beyond, we each can serve as catalysts for greater impacts and change for social justice, equity and a positive campus climate for all our community members. Only with that individual work can DU as an organization change for the better, and serve as a model for other colleges, universities and all institutions.

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 widespread 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 looking inward to confront your bias and make change. We hope the day will be a valuable experience for you.

Sincerely,

Jazmyne Peters  
Co-Chair, 2016 Diversity Summit  
Doctoral Student  
Morgridge College of Education

Johanna Leyba  
Co-Chair, 2016 Diversity Summit  
Acting Associate Vice Chancellor and Executive Director  
Center for Multicultural Excellence
Diversity and Inclusive Excellence strengthen our community and are at the heart of our mission of teaching and learning, research and designing knowledge, and service to the public good. Building a stronger culture of Inclusive Excellence at the University of Denver is a shared vision and a shared responsibility. As we build upon the progress others have helped us to achieve, we must also recognize that there will always be more to do — and that we must continue to advocate for and create positive change.

Over the last several years, faculty, staff and students have worked successfully to achieve greater diversity and make DU a more inclusive environment. The annual Diversity Summit is just one expression of that work, representing countless hours and passionate commitment to issues of social justice, access and support in higher education and more.

Reports and statements analyzing the evolving state of diversity and inclusivity on our campus have informed key administrative changes, including the additions of three new positions (Vice Chancellor for Campus Life and Inclusive Excellence; Senior Advisor to the Chancellor and Provost on Diversity and Inclusion; and the Diversity Recruitment and Retention Leader in Human Resources) and the new University-wide Chancellor’s Diversity and Equity Advisory Committee. We have begun to increase training across campus to ensure fair and equitable hiring practices and encourage inclusive pedagogy.

We have encouraged campus-wide conversations and events. Some of these, such as last year’s 20th anniversary of the Center for Multicultural Excellence, are celebratory in nature, while others, such as recent organized conversations about racial tensions and student activism at campuses across the country, are more difficult. But all of these discussions have helped us to have open dialogue about diversity and Inclusive Excellence at DU. I believe this work has all contributed to our ability to look forward with determination and with hope.

We need to accomplish much more to achieve the culture of Inclusive Excellence to which we aspire. I hope that we can begin a community-wide conversation so that all our decisions and interactions are made in light of a shared mission, a common purpose and clear values. We need and are working toward stronger education and training, more equitable policies and fair practices and a robust system of accountability for our commitments. But through and above all the education, practices and systems of accountability, we need to embrace a common mission to be an inclusive community that fosters respect and dignity for every person and embraces both individuality and the common bonds that tie us together.

All universities and colleges struggle to provide access and support to students. All universities are challenged to provide real equity of opportunity. All universities long to create morale among community members that welcomes new members and supports existing members.

By being part of the 2016 Diversity Summit, you are already demonstrating your commitment making our university one in which each one of us is proud to belong and one which others lift up as a model in American higher education. May we learn and grow through the Summit and carry its values with us in the work we do all year long.

Rebecca Chopp
Chancellor, University of Denver
**CHAMPION LEVEL ($5000+)**
- Anderson Academic Commons
- Center for Multicultural Excellence
- Office of the Chancellor
- Office of the Provost
- Undergraduate Student Government Diversity Committee

**PROMOTER LEVEL ($1000-$2499)**
- Arts Humanity and Social Sciences
- Daniels College of Business
- Graduate School of Social Work
- Graduate School of Professional Psychology
- Fritz Knoebel School of Hospitality Management, Daniels College of Business
- Office for Teaching and Learning

**ADVOCATE LEVEL ($100-$999)**
- Office of Alumni Relations
- Division of Athletics and Recreation
- Division of Campus (Student) Life

Center for Community Engagement and Service Learning (CCESL)
Conference, Events & Special Community Programs, Office of the Provost
Faculty Senate
Gender and Women’s Studies
Office of Internationalization
Josef Korbel School of International Studies
Morgridge College of Education
Department of Physics and Astronomy
Daniel Felix Ritchie School of Engineering and Computer Science
Sturm College of Law
Undergraduate Academic Programs
Office of Undergraduate Admission
Office of University Advancement
University College
University of Denver Programming Board (DUPB)

*(some partners donate staff time, space and other resources)*
2016 Summit Planning Committee

Marlene Arnold  
*International Student and Scholar Services*

Arriana Belkin  
*Center for Multicultural Excellence*

David Corsun  
*Fritz Knoebel School of Hospitality Management, Daniels College of Business*

Dee Galloway  
*DU Class of 2004*

Cathy Grieve  
*Conference, Events & Special Community Programs, Office of the Provost*

Jennifer Haas  
*Living and Learning Communities*

Theresa Hernandez  
*University Libraries*

Lisa Ingarfield  
*Graduate School of Social Work*

William Jones  
*Division of Marketing and Communications*

Janice Kitta  
*Division of Marketing and Communications*

Chloe Leal  
*Division of Campus (Student) Life*

Johanna Leyba  
*Center for Multicultural Excellence*

Adrienne Martinez  
*Center for Multicultural Excellence*

Suzanne Medwid  
*Morgridge College of Education*

Jazmyne Peters  
*2016 Diversity Summit Chair Center for Multicultural Excellence*

Dresden Romero  
*Department of Media, Film and Journalism Studies*

Blanca Ruiz  
*Conference, Events & Special Community Programs, Office of the Provost*

Karyn Sweeney  
*Peace Corps*

Alejandra Terrazas  
*Undergraduate Student Government Diversity Committee*

Lauren Utley  
*Division of Campus (Student) Life*

Thomas Walker  
*Center for Multicultural Excellence*

Erin Whinnery  
*Center for Multicultural Excellence*
## 2016 Summit Agenda

### Thursday, January 21, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 pm - 3:30 pm</td>
<td>Chief Diversity Officers for Colorado Business Meeting CDO4CO Ballroom</td>
<td>Driscoll Center North</td>
</tr>
<tr>
<td>3:45pm - 5:15pm</td>
<td>Panel Discussion: “Making Excellence Inclusive in Challenging Times: Implications for Advancing Racial Equity in Colorado Higher Education”</td>
<td>Ballroom Driscoll Center North</td>
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<tr>
<td></td>
<td>Moderator: Dr. Frank Tuitt (DU)</td>
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<tr>
<td></td>
<td>Panelists: Brenda Allen (UC-Denver); Myron Anderson (MSU)</td>
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<td></td>
<td>Lilianna Rodriguez (DU); Mary Ontiveros (CSU)</td>
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<td></td>
<td>Alphonse Keasley (CU Boulder)</td>
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<tr>
<td>5:30 pm – 6:45 pm</td>
<td>Welcome Reception (light refreshments)</td>
<td>The Commons, Morgridge College of Education - Ruffatto Hall</td>
</tr>
<tr>
<td>7:00 pm – 8:00 pm</td>
<td>Screening: <em>Standing In the Gap: Race in Education</em> A Rocky Mountain PBS Documentary</td>
<td>Davis Auditorium Sturm Hall</td>
</tr>
<tr>
<td>8:00 pm - 8:45 pm</td>
<td>Q&amp;A/Panel Discussion with the Director and other Special Guests</td>
<td>Davis Auditorium Sturm Hall</td>
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### Friday, January 22, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am - 8:30 am</td>
<td>Registration &amp; Breakfast</td>
<td>Davis Auditorium Lobby - Sturm Hall</td>
</tr>
<tr>
<td>8:30 am - 10:00 am</td>
<td>Opening Session: Champions of Change Awards Keynote Address: Dr. Eddie Moore, Jr.</td>
<td>Davis Auditorium - Sturm Hall</td>
</tr>
<tr>
<td>10:00 am - 12:00 noon</td>
<td>Special Session</td>
<td>Anderson Academic Commons</td>
</tr>
<tr>
<td>10:15 am - 11:30 am</td>
<td>Breakout Session 1</td>
<td>Various Locations—Sturm Hall</td>
</tr>
<tr>
<td>11:45 am - 1:30 pm</td>
<td>Estlow Luncheon by The International Center for Journalism and New Media Keynote Address: Dr. Damon Williams</td>
<td>The Cable Center</td>
</tr>
<tr>
<td>1:45 pm - 3:00 pm</td>
<td>Breakout Session 2</td>
<td>Various Locations - Sturm Hall</td>
</tr>
<tr>
<td>3:15 pm - 4:30 pm</td>
<td>Breakout Session 3</td>
<td>Various Locations - Sturm Hall</td>
</tr>
<tr>
<td>4:30 pm - 5:30 pm</td>
<td>Call To Action Closing Reception Performance by The Romero Troupe and Closing Remarks by Dr. Lilliana Rodriguez</td>
<td>Fritz Nobel School of Hospitality Management Tuscan Ballroom</td>
</tr>
</tbody>
</table>
**Breakout Sessions at a Glance**

*In the event of necessary changes on the day of the conference, please refer to podium announcements and on-site signage for the most up-to-date information, as we are unable to update this e-program in real-time.*

### Breakout Session 1  10:15 am - 11:30 am

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td>%^!*&amp;!! People Say to People Who have Disabilities</td>
<td>Michelle McCandless and Ben Clark</td>
<td>Sturm 233</td>
</tr>
<tr>
<td>DU Administrator’s Roundtable</td>
<td></td>
<td>Sturm 134</td>
</tr>
<tr>
<td>ART: Disruptive Reflections of Bias and Oppression (Double Session - Part 1)</td>
<td>Rana Razzaque and Ellen Miller-Brown</td>
<td>Sturm 491</td>
</tr>
<tr>
<td>Change from Within: Becoming Aware of Our Internal Biases</td>
<td>Kerry L Gagnon, Kayla Knopp, Lane L. Ritchie, and Allison A. Stiles</td>
<td>Sturm 353</td>
</tr>
<tr>
<td>ELI Discussion with Dr. Moore</td>
<td>Dr. Eddie Moore, Jr.</td>
<td>Sturm 287</td>
</tr>
<tr>
<td>Examining Biases: Reflections from a Community-Engaged Research Project</td>
<td>Vicki Tomlin, Maria Riva, Jeremy J. Coleman, and J. Keegan Herring</td>
<td>Sturm 492</td>
</tr>
<tr>
<td>“I’m not racist, but…”: Exploring the implicit Bias On DU’s Campus</td>
<td>Dian Squire, Maria Islas-Lopez, and Jennifer Grace-Ewa</td>
<td>Sturm 490</td>
</tr>
<tr>
<td>Innovative Community Organizing Strategies to Develop Inclusive, Socially Just Communities</td>
<td>Jaci Abeloe</td>
<td>Sturm 410</td>
</tr>
<tr>
<td>Sharing Empowerment Through Narrative</td>
<td>Maile Grace, Ashley Duncan and Julia Seldin</td>
<td>Sturm 412</td>
</tr>
<tr>
<td>Turning Good Intentions Into Good Teaching: Common Principles for Inclusive Pedagogy</td>
<td>Bridget Arend, Meseret Hailu, Janiece Mackey, and Joy Pan</td>
<td>Sturm 435</td>
</tr>
<tr>
<td>What Should I Know About Islam?</td>
<td>Laura Buhs</td>
<td>Sturm 134</td>
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### Special Session 1  10:00 am - 12:00 noon

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States, Extremism and Muslims Panel Discussion</td>
<td>Joanne Cummings, Nader Hashemi, Seth Masket, and Andrea Stanton</td>
<td>Anderson Academic Commons 290</td>
</tr>
</tbody>
</table>
Breakout Sessions at a Glance

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### Breakout Session 2  1:45 pm - 3:00 pm

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Presenter(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART: Disruptive Reflections of Bias and Oppression (Double Session - Part 2)</td>
<td>Rana Razzaque and Ellen Miller-Brown</td>
<td>Sturm 491</td>
</tr>
<tr>
<td>Beyond Good Intentions</td>
<td>Frank Tuitt, Chayla Haynes, Saran Stewart, Haneen S. Ghabra, Lisa</td>
<td>Sturm 254</td>
</tr>
<tr>
<td>Curing Health of Unconscious Biases: The Intersection of Race, Gender, Class, and Health Outcomes</td>
<td>Sarah Belstock, Phil Courey, Alexander Limas, Gabriela Mohr</td>
<td>Sturm 410</td>
</tr>
<tr>
<td>Disability and the Real World, an Inside Perspective: What Haven't You Thought Of?</td>
<td>Brian Polovoy</td>
<td>Sturm 233</td>
</tr>
<tr>
<td>Workshop with Dr. Eddie Moore, Jr.</td>
<td>Dr. Eddie Moore, Jr.</td>
<td>Sturm 187</td>
</tr>
<tr>
<td>Inclusive Excellence as a Spirit of Compassion in Achieving Equity Education and Access</td>
<td>Michelle Garcia-Olp, Casey Hibbard, and Faryn Scarlett</td>
<td>Sturm 492</td>
</tr>
<tr>
<td>Leveraging Identity and Critical Reflection to Increase Community Impact</td>
<td>Ryan John Hanschen, Neda Kkhia, Ashley Edinger, and Sarah Yaffe</td>
<td>Sturm 435</td>
</tr>
<tr>
<td>Performing Reflexivity in Learning Environments</td>
<td>Christina Foust, Shadee Abdi, and Robert Gutierrez-Perez</td>
<td>Sturm 412</td>
</tr>
<tr>
<td>Supporting Inclusive Practices for International and ELL Students in Our Residence Halls, and Beyond!</td>
<td>Audrey Mooradian and Kassie Kurzhals</td>
<td>Sturm 490</td>
</tr>
</tbody>
</table>

### Special Session 2  1:30 pm - 3:30 pm

<table>
<thead>
<tr>
<th>Addressing Islamophobia: Action Workshop</th>
<th>Presenter(s)</th>
<th>Room</th>
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<tbody>
<tr>
<td></td>
<td>Catherine Orsborn, Nabil Echchaibi, Tay Minshall, et al</td>
<td>Anderson Academic Commons 290</td>
</tr>
</tbody>
</table>
### Breakout Session 3  3:15 pm - 4:30 pm

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Presenter(s)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art as a Narrative, and the Responsibility of the Audience</td>
<td>Mike Rodrique and Joel Cruz</td>
<td>Sturm 491</td>
</tr>
<tr>
<td>Communicating with Non-Neurotypical Students, Staff and Faculty in the Context of Higher Education</td>
<td>Joshua Hanan and Shaundi Newbolt</td>
<td>Sturm 275</td>
</tr>
<tr>
<td>Confronting Faith-based Bias: Examining Religion the Media</td>
<td>Katie Nittmann and Keelie Sorel</td>
<td>Sturm 287</td>
</tr>
<tr>
<td>From Fragility and Shame to Resiliency and Accountability: On Whiteness and Wholeness in Racial Justice Work</td>
<td>Will R. Logan and Heather Arnold-Renicker</td>
<td>Sturm 187</td>
</tr>
<tr>
<td>“I look at the media and whom do I see?” Exploring Issues of Power and Privilege in Media</td>
<td>Margie Thompson and Rachael Liberman</td>
<td>Sturm 186</td>
</tr>
<tr>
<td>Including Speakers of Other Languages</td>
<td>Candace Maher</td>
<td>Sturm 490</td>
</tr>
<tr>
<td>Making #BlackLivesMatter</td>
<td>Frank Tuitt</td>
<td>Sturm 254</td>
</tr>
<tr>
<td>Many Voices</td>
<td>Danny Brown</td>
<td>Sturm 435</td>
</tr>
<tr>
<td>Power, Privilege and Oppression: Understanding Cultural Capital</td>
<td>Christina Williams</td>
<td>Sturm 410</td>
</tr>
<tr>
<td>The Rewards and Challenges of Working in a Diverse Learning Environment</td>
<td>Liliana Rodriguez</td>
<td>Sturm 134</td>
</tr>
<tr>
<td>Understanding Labels: Do I fit in That Box? Do You?</td>
<td>Cori Canty Woessner and Vanessa Quintana</td>
<td>Sturm 412</td>
</tr>
</tbody>
</table>

*Where presenters are able and willing to share them, we will upload materials from workshops to the Diversity Summit website. Please visit [www.du.edu/diversitysummit/](http://www.du.edu/diversitysummit/) in the weeks following the Summit for these and other resources.*
Documentary Film Screening and Panel Discussion

Standing In the Gap: Race in Education
A Rocky Mountain PBS Documentary
Free and Open to the Public

Twenty years after the end of federally mandated busing, Denver Public Schools are re-segregated. Today, staggering educational achievement gaps exist between white students and those of color. As part of its ongoing coverage of race in Colorado, Rocky Mountain PBS took an in-depth look at race and education.

5:30 pm – 6:45 pm  Welcome Reception  KRH Commons, Morgridge College of Education - Ruffatto Hall
7:00 pm – 8:00 pm  Screening: Standing In the Gap  Davis Auditorium
Rocky Mountain PBS Documentary
8:00 pm - 8:45 pm  Q&A/Panel Discussion with the Director and Special Guests  Davis Auditorium

Moderator: Maria del Carmen Salazar, Ph.D. - Associate Professor, Curriculum Studies & Teaching, Morgridge College of Education

Panelists:

Antonio Esquibel - Executive Director, West Denver Network, Denver Public Schools
Burt Hubbard - Reporter, Rocky Mountain PBS News
Ricardo Martinez - Co-Executive Director, Padres & Jóvenes Unidos
Karen Riley, PhD - Dean, Morgridge College of Education, University of Denver
Julie Speer - Executive Producer, Director, and co-writer for Standing in the Gap: Race in Education

Dr. Maria del Carmen Salazar received a PhD from the University of Colorado-Boulder. She served for three years on the Colorado Quality Teachers Commission to design a teacher identifier system for the state of Colorado. Dr. Salazar has served for four years on the Interstate Teacher Assessment and Support Consortium (InTASC), a national collaborative to revise model content standards and develop learning progressions for teacher licensure, assessment and development. Her research and scholarship center on transformative teacher preparation for diverse learners through empirical research and promising practices in teacher recruitment, preparation, and professional development.

Antonio Esquibel is the Executive Director of the West Denver Network with Denver Public Schools supporting and leading the most impacted schools in Denver. He has been in education for the past 21 years with a vast array of experiences and knowledge. He has worked in suburban, rural and urban settings. Having worked in all levels of the K-12 spectrum and having built solid partnerships with post-secondary institutions, he understands
the need in securing a strong alignment to ensure students will be college ready. Most recently his success has come from being the principal at Abraham Lincoln High School in Denver, where he led educational reform at the largest Spanish-speaking school in the state. In addition, he has been a teacher, Dean of Students, assistant principal, principal and district administrator. His strong passion for those students who have faced social barriers makes him a strong advocate for all students to become college ready. He is recognized locally as an educational leader, in particular for the Latino community.

**Burt Hubbard** was the lead data analyst and reporter for *Standing in the Gap*, and is a reporter for Rocky Mountain PBS News. Burt is well-known in the journalism world for his data analysis skills. His numerous awards include two prestigious Best of The West awards, a national education award for investigative reporting, and Reporter of the Year in Colorado. He also was a top-10 finalist for the Pulitzer Prize in local reporting for the Rocky Mountain News and is enshrined in the Scripps Howard Journalism Hall of Fame. Burt has taught computer-assisted reporting and internet research to graduate students for 11 years at the University of Colorado School of Journalism and Mass Communication. For the past three years he has led research symposiums for journalists and citizens throughout Colorado on behalf of the university.

**Ricardo Martinez** is a founding member of Padres & Jóvenes Unidos (“Parents & Youth Together”). Currently, he is a Co-Executive Director of the organization. His involvement in the struggle for educational equity spans many years from the 1982 Supreme Court landmark case *Plyer vs. Doe*, that gave undocumented children the right to a free public K-12 education to the current efforts to ensure that every student in the Denver Public School system graduates ready for college.

**Dr. Karen Riley** is the Dean for the Morgridge College of Education at the University of Denver. Her education includes a B.S. in Psychology from Colorado State University; an M.A. in Early Childhood Special Education from the University of Denver and a PhD in Educational Psychology with an emphasis in Child and Family Studies from the University of Denver. She completed a two year postdoctoral fellowship at The Children’s Hospital in Denver in the Fragile X Treatment and Research Center, and subsequently worked at the Child Development Unit within The Children’s Hospital. She has recently been contracted to develop and implement a training program for teachers in Guatemala. This pre-service program will be a part of the university teachers’ program and will focus on how to work with children with neurodevelopmental disorders. She has over 15 years of experience in teaching and administration of early childhood special education programs. She has an additional 15 years of experience working with children who have neurodevelopmental disorders and their families. She lectures extensively throughout the U.S. as well as internationally, on behavioral and educational interventions for children with neurodevelopmental disorders primarily those with fragile X syndrome.

**Julie Speer** is the Director, an Executive Producer, and co-writer for *Standing in the Gap*. From HIV in Africa to homelessness in Denver, Julie is an award-winning producer/director who has spent the past 16 years creating socially engaging and educational video content. Recent credits include Emmy Award winning *Colorado Experience*, a weekly half-hour history show, and *Great Ingredients*, an Emmy Award winning web-series on local farming and produce. Long form documentary credits include Emmy Nominated *Sweet Ambition* and *Haiti’s Small Miracles*, both of which aired on PBS stations and in classrooms around the United States. Swift Justice examines illegal immigration in America and the largest workplace raid in U.S. history. From 1999 to 2009, Julie was the Executive Director & Founder of Little Voice Productions – a nonprofit film company with a mission of educating and inspiring positive social change through media and technology. She is skilled in all technical areas of production – writing, shooting, and editing, and her true passion is directing. Julie is fluent in French and travels extensively. Julie is the recipient of many Emmy Awards, Telly Awards, and received a B.A. in International Affairs and Economics from Vesalious College.
Dr. Eddie Moore, Jr. has pursued and achieved success in academia, business, diversity, leadership and community service. In 1996, he started America & MOORE, LLC (www.eddiemoorejr.com) to provide comprehensive diversity, privilege and leadership trainings and workshops. The list of his trainings and workshops include: “The N!gga(er) Word”, “21st Century Workplace Issues”, “Race Relations, The Opportunity/Achievement Gap, Black History”, “Drugs/Alcohol Recovery and Success”; “Diversity, Power, Leadership & Moore”, and “White Privilege 101.” Dr. Moore is recognized as one of the nation’s top motivational speakers/educators especially for his work with students K-16. He is the Founder/Program Director for the White Privilege Conference (www.whiteprivilegeconference.com). Dr. Moore’s interview with Wisconsin Public Radio won the 2015 Wisconsin Broadcasters Association’s Best Interview in Medium Market Radio, 1st Place, (www.wpr.org/shows/newsmakers-december-4-2014), and he is featured in the film, I’m Not Racist…Am I? (www.notracistmovie.com/workshops/the-n-word).

Under the direction of Dr. Moore and his inclusive relationship model, the WPC has become one of the top national and international conferences for participants who want to move beyond dialogue and into action around issues of diversity, power, privilege, and leadership. In 2014 Dr. Moore founded The Privilege Institute, which engages people in research, education, action and leadership through workshops, conferences, publications, and strategic partnerships and relationships. Dr. Moore is co-founder of the online journal, Understanding and Dismantling Privilege, co-editor of Everyday White People Confront Racial and Social Injustice: 15 Stories, and the forthcoming online workbook, The White Women’s Guide to Teaching Black Males. Over the last 10 years, Dr. Moore has served as Director of Diversity at Brooklyn Friends School in Brooklyn, New York, and The Bush School in Seattle, Washington. Dr. Moore earned his Ph.D. from the University of Iowa in Education Leadership, where he performed his doctoral research on: “Black Football Players at Division III Schools in the Midwest.”

Twitter: @eddieknowsmoore | Instagram: eddiemoorejr | www.linkedin.com/in/eddiemoorejr
%&!@** People Say to People Who Have Disabilities

Michelle McCandless       Ben Clark

Intermediate Level: Staff, Faculty and Administrators
Sturm 233

This session will explore how the best of intentions in interactions with people who have disabilities/medical conditions can backfire, possibly resulting in lost opportunities for real connections and meaningful work. Participants will begin with feeling very uncomfortable exploring their thoughts, words and actions; then they will feel relief and a sense of confidence knowing that they aren't alone in their discomfort and that there are easy-to-use ways for appropriate conversations and actions.

Michelle McCandless came to DU in November 2000. Her background includes work in journalism and non-profits. She completed her Bachelor’s in Journalism from Colorado State University and her Master’s in Social Work at DU in June 2005. As Director of DSP, Michele works with all DU students who have documented disabilities. Her favorite part of working in DSP is watching students as they realize that they have the power to create change, not only for themselves, but for others with disabilities.

Ben Clark is a native of Bellingham, Washington, and graduated from the University of Washington with a Bachelor’s in Political Science. He is currently a master’s student and an Inclusive Excellence Fellow in the Department of Higher Education at Morgridge College of Education. Ben is passionate about topics related to equity and access in higher education, and is particularly interested in the policies and practices that act as structural and environmental barriers to universally designed campus communities.

DU Administrators Roundtable

Dr. Damon Williams

Closed Session: DU Senior Administrators
Schneider Boardroom - Daniels College of Business

DU Senior Administrators will spend time with Dr. Damon Williams as he shares strategies for transforming institutions of higher education into more inclusive campuses through leadership. This is a closed session and participation is by invitation only.

ART: Disruptive Reflections of Bias and Oppression (Double Session - Part 1)

Rana Razzaque       Ellen Miller-Brown

Introductory Level: All affiliations
Sturm 491

Addressing our biases requires us to lean into our vulnerabilities, which is understandably an uncomfortable and even disturbing process. However, if we are unable to gain the reflective skills necessary to address our implicit biases, the most well-intended of us might impact a great deal of harm onto others and perpetuate a culture of both individualized prejudice as well as systemic oppression. Thus, the aim of this workshop is to discuss the kaleidoscopic facets of society where oppression occurs, how our biases are often born out of and perpetuate these systems of oppression, and how we can harness our creativity in order to use art as a means of addressing these biases and catalyzing metamorphosis in our society. Participants will engage in meaningful discussions around these topics and work in groups to innovate various forms of art — poetry, mural, performance piece, etc. — that transforms their intentions into social action.
Rana Razzaque is a PhD student at the Morgridge College of Education in the Educational Leadership and Policy Studies Department. After obtaining her Master’s degree in Literature, she decided to gear her career path toward supporting underserved populations. She currently works in the Office of Social Emotional Learning in Denver Public Schools and strives to achieve success for every child through an inclusive and equitable learning environment that embeds both academic and social-emotional principles into instructional curriculum in order to cultivate a multifaceted scope of intelligence that nurtures the development of all aspects of our children.

Ellen Miller-Brown is a professor of practice in the Morgridge College of Education in the Educational Leadership and Policy Studies Department. After 30 years as a teacher and leader in public schools, she enjoys working with the next generation of school leaders.

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Change from Within: Becoming Aware of Our Internal Biases
Kerry L. Gagnon      Kayla Knopp      Lane L. Ritchie      Allison A. Stiles
Introductory Level: Students, staff, faculty and community members
Sturm 353 Computer Lab (subject to change)

Confronting our own and others’ biases in order to enact change is a noble goal - but where do we start? This workshop aims to help participants become aware of their own internal biases and consider how to change them. We will present research findings from social and cognitive psychology to help normalize the experience of coming to terms with our biases. Next, participants will each privately take the Implicit Association Test (IAT), a research tool that will help participants identify their own unconscious biases. Finally, as a group, we will discuss strategies for combating our internal biases, supplementing this discussion with evidence from research studies that have attempted to change implicit bias in a variety of ways. This workshop aims to increase awareness of our internal biases, improve our level of comfort about confronting these biases, and empower ourselves to enact change in our own lives.

Kerry L. Gagnon, M.A., is a 4th year graduate student in the Clinical Child Psychology Ph.D. program at DU. Her research focuses on childhood maltreatment, and the impact of childhood maltreatment on development and functioning. She is further interested in understanding the risks associated with revictimizations and the benefits of early intervention. In her research, she acknowledges the impact of cultural and individual characteristics, such as race, ethnicity, gender, sexual orientation, age, religion, and mental (dis)abilities on experiences, especially in regard to victimization. She is also a member of the Multicultural Interest Group (MIG); a student-directed organization in the Psychology Department at DU that aims to broaden awareness of multicultural issues in research and in the community.

Kayla Knopp, M.A., is a 4th year graduate student in the Clinical Child Psychology program at DU. Her research interests focus on romantic relationships, particularly relationship types that are often excluded from traditional couples research, including LGBTQ partners, non-monogamous relationships, and unmarried relationships. As a clinician in training, her focus is on incorporating a positive and non-judgmental perspective into evidence-based couple and individual therapies. Her work in the community involves broadening our understanding of diversity to include many visible and invisible identities.

Lane L. Ritchie is a third-year Ph.D. student in the clinical psychology program at DU. Her research interests include factors related to romantic and sexual health, especially for those with non-traditional relationship structures (e.g., relationships in which one partner is incarcerated, consensually non-monogamous relationships) and those who face additional barriers to relationship health (e.g., military 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 earned her B.A. in psychology and women’s studies from the University of Michigan.

Allison A. Stiles, B.A., is a 2nd year doctoral student in the Clinical Child Psychology Program at DU. Her research interests involve understanding mental health treatment disparities for disadvantaged, ethnically diverse youth and families. She is interested in the development of culturally sensitive treatment interventions that can be implemented into realistic, challenging settings such as schools and community centers. As a member of the Multicultural Interest Group (MIG) and the Working with Spanish-Speaking Populations Group, she strives to enhance knowledge and awareness of diversity in the DU and Denver community. She earned her B.A. in Psychology from Bates College and was a 2010 Teach For America corps member.
Examining Biases: Reflections from a Community-Engaged Research Project

Vicki Tomlin      Maria Riva      Jeremy J. Coleman      J. Keegan Herring

Introductory Level: All affiliations
Sturm 492

The session will examine the biases that occur in community-engaged research where work and knowledge are being co-constructed with underrepresented and marginalized populations and in communities of color. The workshop will explore how the presence of research expectations, values, cultural biases, learned behaviors and beliefs, preconceived notions, and stereotypes may influence forging authentic community-partnering experiences. This workshop illustrates the use of critical reflective processes to promote awareness and more informed understanding of encountered biases during engagement with refugee women from the Democratic Republic of Congo. The sharing of Lessons Learned during the research project will allow participants to use the Constructivist Dyad to consider self-reflection and reflective processes for building community partnerships that involve role flexibility and recognition and valuing of cultural differences. The session will also explore how workshop participants have addressed biases in their own cross-cultural work and/or research.

**Vicki Tomlin, PhD,** is a Clinical Assistant Professor in the Counseling Psychology program, Morgridge College of Education.

**Maria Riva** is a Professor and Training Director for the Counseling Psychology program, Morgridge College of Education.

**Jeremy J. Coleman MA,** is a graduate student in the Counseling Psychology program, Morgridge College of Education.

**J. Keegan Herring, MA,** is a graduate student in the Counseling Psychology program, Morgridge College of Education.

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Excelling Leaders Institute (ELI) Discussion with Dr Eddie Moore, Jr.

Dr. Eddie Moore, Jr.
Excelling Leaders Institute (ELI) students
Sturm 287

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“I'm not racist, but…”: Exploring the Implicit Bias on DU's Campus

Dian Squire      Maria Islas-Lopez      Jennifer Grace-Ewa

Introductory Level: All affiliations
Sturm 490

Do you know where your campus really thinks about diversity, equity, and inclusive excellence? This workshop is design to engage participants in an exploration of the campus climate regarding issues of inequity in higher education. This is an opportunity for those interested in understanding the roots of implicit bias by sorting through anonymous responses to key words, phrases, and concept related to diversity. These responses will be collected during the week prior to the Diversity Summit in different locations around campus and include the thoughts of our students, faculty, and staff. Through this experience, participants will engage in a collaborative effort to address findings, implications, and solutions relevant to the theme of the Summit. How does racism permeate our spaces of work? What does that look like in a time of social discord and a growing distaste for political correctness?

**Dian Squire, Ph.D., Maria Islas-Lopez, Ph.D., and Jennifer Grace-Ewa, Ph.D.** are post-doctoral fellows with the DU Interdisciplinary Research Incubator for the Study of (in)Equality.
Innovative Community Organizing Strategies to Develop Inclusive, Socially Just Communities
Jaci Abeloe
Introductory Level: All affiliations
Sturm 410

DU’s Center for Community Engagement and Service Learning (CCESL) believes community organizing is a more effective strategy than activism because rather than bringing people together around issues, community organizing brings diverse people together to achieve social change based on their shared values. Participants will gain an understanding of Community Organizing principles, such as how to work with others to take collective public action, and how they may be strategically used to address social inequalities. The rich traditions of Community Organizing have been applied to develop creative solutions in diverse communities for decades. Learn innovative strategies to take advantage of these skills in order to create and support inclusive communities here in Denver. We will also discuss current civic engagement initiatives through CCESL that can build skills and provide opportunities to take action to address community needs.

Jaci Abeloe serves as a Graduate Assistant for the Center for Community Engagement & Service Learning (CCESL). She helps develop mini-workshops for use across CCESL student programs, coordinates CCESL programs such as the MLK Marade and the Public Achievement Conference, and aided in the planning of the Undergraduate Research and Scholarship Symposium. In addition, Jaci serves as the Program Coordinator for the Public Achievement program. Currently, she is pursuing her Master's in Higher Education Administration through the Morgridge College of Education.

Sharing Empowerment Through Narrative
Maile Grace     Ashley Duncan     Julia Seldin
Introductory Level: All affiliations
Sturm 412

Do you ever feel the focus is all on the negative? Or that the “bigger issues” feel too big and complicated? Ever feel the desire to share and connect with your community? If so, you’re in the right place! This workshop focuses on diversity by honoring the individual story. We invite everyone from all backgrounds (and writing levels) to be courageous and share the stories of defining moments, positive and negative, that played a role in your recognition of a diverse outlook. We understand that everyone has a unique lens, through which they experience the world, one that is equally as important to the entire picture. By attending this workshop, you will feel empowered by others stories as they highlight their own diversity and also gain the confidence and support that comes with sharing your own.

Maile Grace (she, her, hers) is a Master’s student in the International Disaster Psychology program at DU. She has been involved in Social Justice and diversity work for over ten years. She is currently part of an innovative team at CME that focuses on improving DU’s inclusive policies and changing the cultural climate, particularly for underrepresented communities. Her passions are working with minority and international communities, both abroad and domestically. Maile has traveled abroad and looks forward to her future travels, and work she plans to do abroad. In her free time, she enjoys writing spoken word poetry and journaling, she also uses music for its therapeutic qualities.

Ashley Duncan (she, her, hers) is final-year Masters level candidate at DU’s Graduate School of Social Work, studying mental health, trauma, and animal-assisted social work. She earned her Bachelor of Arts in Communication Studies and Psychology from DU in March 2013, which is where she first became interested in writing about the messy intersection of identities (particularly queer identities) and the media. In her free time, Ashley enjoys spending time with her dog, Lilah, playing video games, and reading.

Julia Seldin (she, her, hers) is in her first year in the Master of Social Work program at DU. Her studies focus on gender, sexuality, feminism, illness, and healing. In her free time she likes to write short stories, make homemade pasta, smash the patriarchy, and play the cello.
Turning Good Intentions into Good Teaching: Common Principles for Inclusive Pedagogy
Bridget Arend  Meseret Hailu  Janiece Mackey  Joy Pan
Introductory Level: Graduate students, staff, faculty, and anyone interested in teaching-related aspects of Inclusive Excellence
Sturm 435

Many well-intentioned instructors and university professionals do not have formal backgrounds in the literature about learning science, universal design, culturally relevant pedagogy, or globally/culturally inclusive pedagogy. These theories can seem overwhelming and feel like yet one more aspect to understand and master. However, many of these learning theories have common principles that in the end support all learners. In this interactive session we will pull together and share a few of the principles that are common to each of these different areas of literature. Participants will leave with a better understanding of what is considered best practice for different learners, and at the same time is simply good teaching practice for everyone.

Bridget Arend is the Director of University Teaching at the Office of Teaching and Learning at DU. She organizes and facilitates teaching-related initiatives for higher education faculty. Bridget publishes in the area of online learning and educational technology in higher education. She teaches with the Morgridge College of Education and University College at DU, and holds degrees from the University of Colorado at Boulder and DU, and earned her Ph.D. in Adult Learning and Higher Education from DU.

Meseret Hailu is a Ph.D. student in the Morgridge College of Education. After earning her B.S. and B.A. at DU, Meseret attended Regis University, where she earned her M.S. in Biomedical Sciences. She then went on to work as an affiliate faculty member at two institutions: Regis University and Red Rocks Community College. At Morgridge, she studies Higher Education and works under the guidance of her adviser, Dr Frank Tuitt. Meseret’s research interests are grounded in comparative international education, with a special emphasis on gender issues in STEM programs in Ethiopian higher education.

Janiece Mackey is a wife and mother of 4 children. has built her career of service from her narrative. She has been involved in politics since the age of 17, and noticed that she was often the only youth of color. She knew urban youth weren’t interested or they didn’t have a conduit to participate in our communities, and in light of this, Janiece co-founded Young Aspiring Americans for Social and Political Activism (YAASPA) which cultivates youth to be civically engaged in community and career. She is also a Ph.D. student in the Curriculum and Instruction program at DU.

Joy Pan is a second-year Master’s student in International and Intercultural Communication at DU. Her focus in study and passion for future career is international education and intercultural training for globally and culturally competent youth. Being an international student from China herself, she appreciates the inclusive environment in classrooms at DU and pursues to enhance international and intercultural perspectives within her own future practices as an intercultural trainer and international education professional.

What Should I Know About Islam?
Laura Buhs
Introductory Level: All affiliations
Sturm 134

Whether you get your news through TV, the radio, on-line or social media you have been exposed to reports and stories about Islam, Muslim extremists, and xenophobic political rhetoric. But what do you know about the tenets of Islam, its history and Muslims around the world? This session will include an introduction to Islam and the Islamic word and a panel discussion with Muslim members of the DU and Denver-area community. (Participants are encouraged to also attend the 1.30-3.30pm session on practical ways to address Islamophobia.)

Laura Buhs is the Assistant Director for International Student & Scholar Services at DU. She has a B.A. in Italian and an MEd in Higher Education from the University of Illinois at Urbana-Champaign. Laura has experience as an international student and scholar advisor and in immigration law. She was an AFS exchange student to Italy and an au pair in Germany.
The United States, Extremism and Muslims - Panel Discussion  
(Special Session: 10:00am - 12:00 noon)  
Joanne Cummings (Career Foreign Service Officer, U.S. Department of State)  
Nader Hashemi (Korbel School); Seth Masket (Political Science); Andrea Stanton (Religious Studies)  
Introductory Level: All affiliations  
Anderson Academic Commons 290  

Part of the two-day “Extremism and Islamophobia in Perspective” series, this thoughtful address, panel and workshop about Islamophobia and extremism on the DU campus is offered in conjunction with the Summit by the DU Department of Religious Studies, the Center for Middle Eastern Studies, and various other departments/institutions.
OUTSTANDING UNDERGRADUATE STUDENT AWARD
Sarah Yaffe

Sarah Yaffe has dedicated her four years to making sure that all members of the DU community feel welcome on campus and has inspired them in the sense that they can truly make a change. Through her membership and officer positions in DU Service & Change (DUSC), she has advocated for making the organization and the greater DU community more engaged in reflective community service that targets underserved population.

Sarah coordinated the annual Day of Action event in partnership with the Center for Multicultural Excellence. She helped to forge a partnership between DUSC and The Bridge Project, as well as making sure that all members of the DU community are included in the various types of service opportunities offered through DUSC. She is an officer for Interfaith Advocates, and regularly commits to bringing together members of the DU community, from all walks of life, to celebrate our differences and learn from one another to create a community that works for all.

OUTSTANDING GRADUATE STUDENT AWARD
Keelie Sorel

Keelie has a comprehensive understanding of how vital inclusion is and how to communicate that importance with those who might not have such knowledge. She is kind yet firm in ensuring that equity and respect are maintained in her spheres of influence such as in the LLCs, in her work with DU Student Outreach and Support, and with her classmates. Keelie's unique life experiences have made her a champion of change in promoting a more inclusive and equal DU.

OUTSTANDING STAFF MEMBER AWARD
Ryan Hanschen

Ryan has extreme passion for community engagement and service learning. He recruits so many incoming students to be involved with critical reflection and volunteering on campus. The inclusive environment he creates when training students in core issues like privilege and diversity is outstanding and his work with DU Service & Change shows his unwavering dedication to inclusion. As the faculty advisor, Ryan creates workshops that challenge members to think in new ways.

He is the faculty advisor for all Puksta Scholars, and much of his time is spent designing programs and meaningful volunteer plans for his students. He is also the faculty advisor for DU Service & Change (DUSC), where he works with two student leaders, who in turn work with 14 student co-chairs to volunteer on campus. He makes us critically think of how our presence on campus effects the equity on campus.
OUTSTANDING FACULTY ADVOCATE AWARD

Lindsey Feitz

Dr. Lindsey Feitz has worked tirelessly to address issues of gender equity and gender violence through multiple campus initiatives. An engaging, supportive, and enthusiastic educator, she has worked closely with undergraduates to explore student perceptions of gender violence on campus and has given them the tools and capabilities to further educate the campus community about these issues. Dr. Feitz raises student consciousness around gender equity issues in her common curriculum classes, and has partnered with on-campus organizations like CAPE and off-campus organizations like the Gathering Place to connect students to social change efforts around gender, race, sexuality, and class inequities.

In 2014, Dr. Feitz was awarded the LGBTQI Faculty Ally Award from CME for her advocacy around LGBTQI issues. She now works on the RISC (Race, Inequality, and Social Change Curriculum) Committee through IRISE. Dr. Feitz was a key organizer of DU’s first Sexual Assault Awareness Summit in 2015. Committed to social justice along gender, race, and class lines, Dr. Feitz is known to be both a welcoming and challenging educator both inside and outside the classroom. She has facilitated open discussions amongst students and faculty on issues as varied as gender and militarization, feminism and pop culture, and feminist pedagogy. Through her advocacy on campus and in the classroom, Dr. Feitz embodies the spirit of inclusive excellence.

OUTSTANDING ADMINISTRATOR AWARD

Nancy Sasaki

Nancy Sasaki’s work is centered on inclusion, equity, and diversity, demonstrating that we all have to look within ourselves for change. She is the spark and inspiration for students and other faculty. Because of her contagious enthusiasm, many more have joined her in her efforts to make the division of Natural Sciences and Mathematics a truly welcoming environment for all. Nancy’s open-door policy demonstrates that she not only talks-the-talk but also walks-the-walk listening, pondering, suggesting, inspiring, encouraging, and problem solving.

Among Nancy’s initiatives that have impacted our area are: NSM Graduate Student climate survey: a way to find out from students what they need and how we can help; Mentoring to NSM underrepresented undergraduate students: a way to get faculty to volunteer as mentors of these students and understand the need for it; STEM Women conversations: a way to network with women faculty across STEM areas at DU; Staff of the month and NSM appreciation lunch: a way to recognize our administrators and assistants, who work behind the scenes for the division and the university to run smoothly; Outdoor and 3-D movie night events: a way for the families of faculty, staff and students to get together in a relaxed social environment.
Dr. Damon A. Williams is a scholar, leader, and educator passionate about making organizations inclusive and excellent for all, creating equitable educational outcomes, and activating learning, youth development, and leadership in ways that are transformative and inspiring of new possibilities.

In September of 2013, he assumed a new role of global responsibility as the Senior Vice President for Program, Training, and Youth Development Services for Boys & Girls Clubs of America. In this role, he is the chief education officer for the BGC Movement, as he leads the national program strategy for BGCA's strategic outcome areas—Academic Success, Good Character and Citizenship, and Healthy Lifestyles—with a focus on strengthening the Club experience and creating a new generation of leaders that expand the pipeline into higher education.

Prior to joining BGCA, he served for five years as associate vice chancellor, vice provost, chief diversity officer, and member of the educational leadership and policy analysis faculty at the University of Wisconsin-Madison, where he was the founding leader of the Division of Diversity, Equity, and Educational Achievement (DDEEA) a vertically integrated portfolio divisional infrastructure that includes the nation’s largest pre-college to college K-16 pipeline development program, the world’s only hip-hop urban arts scholarship program learning community (Office of Multicultural Arts Initiatives/First Wave), innovative campus-wide partnerships to enhance STEM achievement and faculty diversification, research centers (WeiLab), and a four-city partnership with the National Posse Foundation.

He is a four-time scholar in residence for the Association of American Colleges and Universities (AACU) leading sessions at the 2 Greater Expectations and High Impact Practices (HIP) Institutes, and serving as an authoring contributor in their Inclusive Excellence Project. He has served as a two-time scholar in residence for the prestigious American Council of Education (ACE) Fellowship Mid-Year Institute, lecturing on issues of strategic diversity leadership, retention, youth development, pre-college to college pipeline programs, faculty diversity, inclusion, and change management. In addition, he currently serves on the ACE Equity and Inclusion Advisory Board, the UC Berkeley Equity and Inclusion Advisory Board, the Gallaudet University Diversity Advisory, and the National Diversity Council Executive Board.

His most recent books, designed to be read alone or as companion books, Strategic Diversity Leadership: Activating Change and Transformation In Higher Education and The Chief Diversity Officer: Strategy, Structure, and Change Management (Co-authored with Dr. Katrina Wade Golden) provide a sophisticated and nuanced approach to assist leaders with the overall process of leading diversity themed change and developing sound diversity infrastructures and strategies.

He earned his PhD from the University of Michigan Center for the Study of Higher and Post-Secondary Education (CSHPE), where his focus was in the area of organizational behavior and management. He received his master’s degree in educational leadership and his bachelor’s degree in sociology both from Miami University.
ART: Disruptive Reflections of Bias and Oppression (Double Session - Part 2)

Rana Razzaque       Ellen Miller-Brown

Introductory Level: All affiliations
Sturm 254

This double-length session continues for those who attended the first half during the morning session.

Beyond Good Intentions

Frank Tuitt      Haneen S. Ghabra      Chayla Haynes
Lisa Martinez      Saran Stewart      Bianca Williams

Intermediate Level: All affiliations
STURM 254

Focusing on the higher education learning environment, this session bridges the gap from thought to action and illuminates the global relevance of critical and inclusive pedagogies (CIP) by demonstrating how their application can transform the teaching and learning process and promote more equitable educational outcomes among all students. Session participants will be introduced to CIP to explore how these pedagogies not only to promote deep learning and cultural competence among students, but also to better equip instructors to attend to the needs of diverse students by prioritizing their intellectual and social development; creating identity affirming learning environments that foster high expectations; recognizing the value of the cultural and national differences that learners bring to the educational experience; and engaging the “whole” student in the teaching and learning process.

Frank Tuitt, Ph.D., earned his doctorate from the Harvard Graduate School of Education. Currently, he is the Senior Advisor to the Chancellor and Provost on Diversity and Inclusion at DU, and Associate Professor of Higher Education in the Morgridge College of Education. Dr. Tuitt’s research explores topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. Dr Tuitt is a co-editor and contributing author of the books Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms, and Contesting the Myth of a Post-racial Era: The Continued Significance of Race in U.S. Education.

Haneen S. Ghabra is a doctoral student in the Department of Communication Studies at DU.

Chayla Haynes, Ph.D., is Assistant Professor of Higher Education and Student Affairs Leadership at the University of Northern Colorado. Her research centers on innovations in college teaching, creating transformative and identity affirming learning environments, and applying Critical Race Theory (CRT) to postsecondary contexts and problems. Committed to promoting educational equity among racially minoritized college students, her research agenda was inspired by findings from her dissertation that explored the influence of racial consciousness on the behaviors of White faculty in the classroom, which is the first of its kind to utilize critical legal scholar Kimberlé Crenshaw’s (1988) restrictive and expansive views of equality framework to empirically measure and describe excellence in college teaching.

Lisa M. Martinez is Associate Professor and Chair of the Department of Sociology and Criminology at DU.

Saran Stewart, Ph.D., is a Lecturer of Comparative Higher Education in the Faculty of Humanities and Education at the University of the West Indies, Mona Campus. She is also the Coordinator for the M.A. in Higher Educational Management program and a Research Specialist in the Research and Grants Unit in the School of Education. Much of her research critically examines issues of comparative education, postcolonial theories, critical-inclusive
pedagogy and diversity in and outside the classroom. Dr. Stewart is devoted to the examination and exploration of topics related to access and equity in education and teaching and learning in developing country contexts.

Bianca Williams, Ph.D., 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 US and Jamaica. Graduating with honors as an undergraduate at Duke University, Williams went on to earn a PhD 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 US, Jamaica, and an online web-community.

Curing Health of Unconscious Biases: The Intersection of Race, Gender, Class, and Health Outcomes
Sarah Belstock Phil Courey Alexander Limas Gabriela Mohr
Introductory Level: All affiliations
Sturm 410
According to the World Health Organization’s Commission on the Social Determinants of Health, “the social conditions in which people are born, live and work are the single most important determinants of good health or ill health, of a long and productive life, or a short and miserable one.” This session will introduce participants to health as a social justice issue by dissecting how systemic inequalities with regards to race, gender, and class can create and perpetuate health disparities. Through the exploration of campus and community case studies, participants will examine how the utilization of a harm reduction approach can offer a framework for meeting individuals “where they are at” in order to address health behaviors and disparities in an unbiased manner.

Sarah Belstock earned her Masters of Science in Society, Human Development, and Health from the Harvard University School of Public Health. She has worked in campus and community health settings for over 15 years and has served as the Director of Health Promotion at DU’s Health and Counseling Center since August 2013.

Phil Courey is a second year student in the Higher Education M.A. Program at DU. He joined the Office of Health Promotion in the fall of 2014 and advises the Healthy Peer Empowerment Internship program that engages undergraduates as peer educators around important campus health issues.

Alexander Limas earned his Bachelor of Science Degree in Human Development and Family Sciences from the University of Texas at Austin. He joined DU Department of Health Promotion team in April of 2015. His previous experiences include college health promotion and sexual health education.

Gabriela Mohr is the Alcohol and Other Drug Coordinator with the office of Health Promotion. Gabriela has been working with DU since September 2015 and has over 10 years’ experience in the drug prevention field.

Disability and the Real World, an Inside Perspective: What Haven't You Thought Of?
Brian Polovoy
Introductory Level: All affiliations
Sturm 233
This program is an interactive and collaborative experience designed to provide participants with exposure to the discussion surrounding what it means to live life as a person who identifies as having a physical disability in today’s society. Often times, disability is glossed over or not thought of as relevant above and beyond accommodation and compliance. The reason for this may be lack of understanding on the part of the individual; certain biases or prejudices, or just a lack of the acknowledgment that disabled people are complex beings above and beyond their basic physical modification requirements. Through utilizing this program, the hope is to begin a productive well informed dialogue which will allow the participants to have an open and honest conversation around disability, and thus, enable them to serve their community in a more holistic manner.

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Brian Polovoy, M.S., M.S.W., L.C.S.W., has been in the mental health field for over 10 years working with a varied population from early childhood intervention through geriatrics. Brian has spent many years specializing in the areas of trauma, grief and loss, men's issues, disability intimacy, and sexuality, working with both able-bodied and disabled populations in order to aid them in these monumental transitions. As a disabled man himself, Brian is well aware of the many trials and tribulations faced by clients with unique challenges. As a clinician, Brian strives to provide an arena for productive well informed practice that takes into account all aspects of his clients and their environment. This, in turn, allows Brian to serve his clients in a more holistic manner.

Workshop with Dr. Moore
Dr. Eddie Moore, Jr.
Sturm 187

Inclusive Excellence as a Spirit of Compassion in Achieving Equity Education and Access
Michelle Garcia-Olp Casey Hibbard Faryn Scarlett
Introductory Level: All affiliations
Sturm 492

In light of recent events occurring at the University of Missouri and other Universities across the US, many questions arise. This workshop will look at the racial, gender, and class inequities in education through a Problem-Based learning model, and will ask participants to work collaboratively with fellow participants in constructing and identifying ways to achieve inclusive excellence as a spirit of compassion in achieving equity education and access.

Michelle Garcia-Olp is a first year doctoral candidate in the Curriculum and Instruction department. Michelle was an elementary education teacher for six years in Albuquerque, NM. She is currently working as a Morgridge Fellow with Adams 12 school district. Michelle’s current research interests include race relations, equity education, student voice, caring relationships, and problem-based learning.

Casey Hibbard is pursuing a master’s degree in Curriculum and Instruction in DU’s Teacher Education Program. Through this program, Casey is currently working as an apprentice teacher in KIPP Colorado Schools. She is also a Morgridge Fellow with the Adams 12 school district. Casey’s current research interests include equity and engagement within the classroom, teaching English as a second language, and problem-based learning.

Faryn Scarlett is a first year Educational Specialist candidate in the Child, Family, and School Psychology department at DU. Faryn is currently working in the Adams 12 School District as a Morgridge fellow. Her personal research interests include early intervention and student engagement within the classroom setting.

Leveraging Identity and Critical Reflection to Increase Community Impact
Ryan John Hanschen Neda Kikhia Ashley Edinger Sarah Yaffe
Introductory Level: Undergraduate and graduate students
Sturm 435

Critically reflecting on one’s identity is essential to effective community work and helps us to understand our actions. From the guidance of current DU Service & Change (DUSC) student organization leaders, participants will learn specific tools and strategies for critical reflection that will strengthen their ability to make an impact on campus and in the community. This workshop will focus on the community organizing concept of self-interest, provide participants with resources needed to facilitate critical reflection activities, and the development of individual action plans that integrate identity, reflection, and community change.

Ryan John Hanschen serves as Program Coordinator for DU’s Center for Community Engagement & Service Learning. A two-time DU alum, Ryan holds a Bachelor’s degree in Sociology and a Master’s degree in Strategic
Innovation & Change. Ryan has served two terms as an AmeriCorps VISTA Member as well as in a Program & Development Coordinator role with the PeaceJam Foundation. He has also focused his energy as a Colorado Area Coordinator with Amnesty International, mountain guide, and Master Composter. He currently serves on the Denver South High School Community Partnership Board and the Colorado Governor’s Commission on Community Service.

Neda Kikhia is a CCESL Service Initiative Program Assistant.

Ashley Edinger is a third year undergraduate student majoring in Socio-legal Studies and Political Science. Struggling to find a community on campus her first year, Ashley quickly found a home in the Center for Community Engagement & Service Learning (CCESL) where she serves as Co-President of DU Service & Change, and coaches high school students through the Public Achievement program. Ashley enjoys soaking up the Colorado sunshine, getting lost in a good book, playing her clarinet in Pioneer Pep Band, tutoring at The Bridge Project, and visiting her two cats, Gatsby and Toothless, back in her hometown.

Sarah Yaffe will graduate DU in June 2016 with dual degrees in International Studies and French. She studied abroad in Meknes, Morocco during her junior year to improve her French. Her freshman year she joined DU Service & Change, the largest volunteer organization on campus. She was co-president her junior and senior year. Sarah also participates in DU Interfaith Advocates. During her senior year she worked as the Undergraduate Assistant in the Religious and Spiritual Life Department. She acted as a liaison for all undergraduate religious groups and community partners to increase religious tolerance on campus.

Performing Reflexivity in Learning Environments

Christina Foust  Shadee Abdi  Robert Gutierrez-Perez

Introductory Level: All campus affiliations
Sturm 412

This session introduces reflexivity as a best practice to building Inclusive Excellence. We define reflexivity as a practice of heightened self-awareness of one’s privileges and communication, a way of making oneself vulnerable to critique in encounters with others. We introduce performance as fostering Inclusive Excellence, particularly in environments characterized by climates of defensiveness or suspicion (e.g., predominantly white institutions). Performance theory and practice (in fields like Theater, Education, Communication), invites practitioners to “rehearse for the revolution” by permitting a range of possibilities, not constrained by the realist dictum of “this is the way things must be.” Through performance, communicators may play with their power, revising old “scripts” (e.g., a teacher “letting things slide” to promote civility, or a student criticizing multiculturalism as “reverse racism”). We invite participants to practice reflexivity through a small group performance, and discuss how reflexive communication can (and cannot) promote greater agency, accountability, and inclusive relationships.

Christina Foust, Ph.D. is currently Chair of the Department of Communication Studies at DU, where she has been on the faculty for 10 years. Christina’s research and teaching focus on social movement rhetoric and critical analysis.

Shadee Abdi is a doctoral student in the Department of Communication studies at DU. Her research works to challenge assumptions about MENA (Middle East and North Africa) women, specifically by considering how Iranian and Iranian-American women perform and negotiate their intersectional identities through narratives of resistance.

Robert Gutierrez-Perez is a doctoral candidate in the DU Department of Communication Studies with an emphasis in culture and communication. Gutierrez-Perez primarily researches Chicana/o and Latina/o sexuality, cultural production, discourse, and performance in a variety of critical contexts, such as popular culture, new media, the law, higher education spaces and places, and everyday life.
Supporting Inclusive Practices for International and ELL Students in our Residence Halls, and Beyond!

Audrey Mooradian      Kassie Kurzhals

Introductory Level: All campus affiliations
Sturm 490

Traditionally, international and ELL (English Language Learner) students have been under supported in residence hall settings. Through our experiences with housing and residential education at DU, we have seen many of these students treated unfairly or disregarded due to cultural boundaries and barriers, especially those that speak English as a second language. This is mainly due to lack of education for housing professionals and other residents regarding this issue. During our session, we will talk about research and best practices regarding working and connecting with these students in various housing settings (programming, conduct, etc.), and beyond, in order to allow them to reach their potential as Pioneers. We will also have time for discussion about this topic, so feel free to bring your own stories and advice about working with international and ELL students!

**Audrey Mooradian** is from a small town in northern New York and she is one of the Graduate Resident Directors (GRD) in Centennial Halls, a first year student residence hall here on DU’s campus. Along with being a GRD and working for the Housing and Residential Education (HRE) Department, she is a first year master’s student in the Higher Education Program. In the program and as HRE staff, she has been able to express her passion for learning on inclusive practices we can offer to our students on this campus, especially within the residence halls.

**Kassie Kurzhals** graduated from Bowling Green State University and is now a master’s student at DU in the Higher Education program. Currently, she is working as a Graduate Resident Director in Johnson-McFarlane (JMAC), a residence hall for first year students. Her higher education interests include: career services, inclusive excellence in housing, and learning communities.

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**White Bodies and Racial Justice Work:**
Understanding Ally Identities in the Black Lives Matter Movement

Kristen Powell

Introductory Level: Open to all; but of particular relevance to White people
Sturm 275

This session explores the role of allies, intersectional identities, and racial activism. Looking at the Black Lives Matter movement, we will discuss the process of identifying communities to engage with and finding place and belonging in those communities. We will be having blatant, honest discussions about race, whiteness, privilege, and social identities. This session will provide tools to be a "good ally" through: understanding your own positionality, knowing its impact on behavior and thought, and being aware of your space in racial justice development.

**Kristen Powell** is an undergraduate senior majoring in Sociology with minors in Intercultural and Global Studies and Communication Studies. Powell is currently working on a senior thesis looking at social identities and positionality within the #BlackLivesMatter movement, particularly looking at allyship and white identities. Following graduation, Powell hopes to pursue more research opportunities exploring social inequalities with race, class, and gender.

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**Addressing Islamophobia Action Workshop**

(Special Session: 1:30 - 3:30pm)

Catherine Orsborn (facilitator)      Nabil Echchaibi (CU-Boulder)
Tay Minshall (Muslim Law Students Association), and others
In Anderson Academic Commons 290

Part of the two-day “Extremism and Islamophobia in Perspective” series, this thoughtful address, panel and workshop about Islamophobia and extremism is offered in conjunction with the Summit, by the DU Department of Religious Studies, the Center for Middle Eastern Studies and various other departments/institutions on campus.
Access+Able DU campaign
toward a more physically inclusive DU experience

Have you found an automated door in a particular building never working?
Campus paths or corridors always blocked?
Counters too high?
Other obstacles keeping some Pios from literally joining in?

To help raise awareness and empower action, CME, Disability Services and other partners are gathering examples of physical challenges our students, staff, faculty and visitors face in coming to and using DU campus, offices and services.

And we need your help with a snapshot campaign to identify areas for improvement!

By 12noon on Monday, February 15th:
Send your picture/video/story and brief details to igr@du.edu with “access” in subject line. (Your name will not be attributed to the example/experience.)

We’ll work with campus partners on making fixes, identifying patterns and finding systemic solutions.
Art as a Narrative, and the Responsibility of the Audience

Mike Roderique       Joel Cruz
Introductory Level: All affiliations
Sturm 491

This workshop will provide participants with an opportunity to interact with a variety of art and forms of expression. The facilitators will provide tools for interpreting the art and using it as a catalyst for conversation as it relates to identity, culture, and social justice. Participants will also engage in dialogue that challenges ones world view. At the end of the workshop, these participants will develop a responsibility in recognizing art as a method of communication for stepping in someone else’s shoes and will be challenged to use this critical lens in documenting our community.

Mike Roderique is a full-time Resident Director at DU. He is a continuing artist with practice in painting, drawing, and textiles. Mike also mentors local youth through ArtCorps, a non-profit organization, about art making and social action.

Joel Cruz is a second-year MA student within the Morgridge College of Education at DU. He will be graduating in June with a degree in Higher Education. Joel is also the Graduate Assistant of Operations with DU Housing and Residential Education. He is a passionate photographer, videographer, and mentor to youth.

Communicating with Non-Neurotypical Students, Staff and Faculty in the Context of Higher Education

Joshua Hanan       Shaundi Newbolt
Introductory Level: All campus affiliations
Sturm 275

This session explores the concept of non-neurotypicality, particularly as it impacts students, staff and faculty in the context of higher education. After defining non-neurotypicality, presenters Joshua Hanan and Shaundi Newbolt will each share how non-neurotypicality affects them and how they are currently addressing non-neurotypicality in their research and teaching. Hanan will pay particular attention to Attention Deficit Disorder and its prominence in the 21st century. He will also focus on the struggles of being a professor with ADD. Newbolt will pay particular attention to the complexities of neurodiversity as it relates to autism, Asperger’s, AD(H)D, dyslexia, dyspraxia, and generalized anxiety. As a self-advocate, she will share some of her struggles as a graduate student. Both presenters will make recommendations about how to effectively communicate with people with non-neurotypical needs by sharing best practices for fostering inclusivity in interpersonal and classroom interactions.

Joshua Hanan, Ph.D., is Assistant Professor of Rhetoric and Communication Ethics in the Department of Communication Studies. His research focuses on the intersection between rhetoric and power in the biopolitical context of modern political economy. He recently completed an edited volume (with Mark Hayward) titled Communication and the Economy: History, Value, and Agency, a special issue of Cultural Economy (with Catherine Chaput) titled "A Rhetoric of Economics Beyond Civic Humanism: Exploring the Political Economy of Rhetoric in the Context of Late Neoliberalism," and is presently editing (with Chris Gamble) a special issue of Review of Communication called “Figures of Entanglement: Intra-Active Border Crises and Queer Transgressions.”

Shaundi Newbolt is a second year Ph.D. student in the Communication Studies program at DU. With a concentration in Rhetoric & Communication Ethics and interests in new technologies, virtual communication, public speaking pedagogy, advocacy, affect and neurodiversity, her recent areas of research span from social movement rhetoric to post human studies. Her current projects focus on the complexities of neurodiversity as it relates to higher education.
Confronting Faith-based Bias: Examining Religion the Media
Katie Nittmann       Keelie Sorel
Introductory Level: Undergraduate and graduate students
Sturm 287

This workshop will explore portrayals of various faiths in the media and how this creates a need, more than ever, for interfaith cooperation today. Participants will have the opportunity to discuss their personal perspectives in small and large groups and understand how their personal identities affect their positionality in relation to this topic. Discussions will be facilitated by group leaders and guiding questions will be provided. Materials for consideration, such as an article and a video clip, will also be provided. The need for interfaith dialogue and interaction to solve real-world problems will be emphasized.

Katie Nittmann is a second year Master’s student in the DU Higher Education program, and serves as the Inclusive Excellence Fellow at the DU Center for Judaic Studies.

Keelie Sorel is the Social Justice Program Coordinator, Living and Learning Communities, University of Denver.

From Fragility and Shame to Resiliency and Accountability:
On Whiteness and Wholeness in Racial Justice Work
Will R. Logan      Heather Arnold-Renicker
Introductory Level: Open to all; but of particular relevance to white people
Sturm 187

Research and practice have shown that when white people are confronted about whiteness, privilege, and racism, they often respond with anger, defensiveness, silence, and/or withdrawal. The #BlackLivesMatter movement and increased public dialogue about privilege and systemic racism continue to highlight the need for white people, individually and collectively, to further develop perspectives and skills that support them to be active initiators of change for racial justice. This interactive workshop is being facilitated by white people, for white people. Through group dialogue and personal exploration, participants will begin to 1) understand the definitions of privilege, shame, white fragility, resiliency, and accountability; 2) identify personal reactions to shame; and 3) envision how to show up in allyship with accountability.

Will R. Logan is a student in the Graduate School of Social Work and a co-organizer on the core team of SURJ Denver (Showing Up for Racial Justice). Will is passionate about engaging in difficult conversations about power, privilege, and oppression, and organizing fellow white people in accountable anti-racist work.

Heather Arnold-Renicker is an adjunct professor at DU in the Graduate School of Social Work. She works with several national organizations to develop curriculum and training to address issues of power, oppression and marginalization; most recently Leadership for Educational Equity and Wellstone Action. Heather currently serves on the core team of SURJ Denver (Showing Up for Racial Justice) and does fundraising, training and consulting with local social justice organizations.

"I look at the media and whom do I see?" Exploring Issues of Power and Privilege in Media
Margie Thompson      Rachael Liberman
Introductory Level: All affiliations
Sturm 186

This workshop focuses on issues of power & privilege in news, and how these reflect and reinforce power dynamics in society that give preferential treatment to dominant (privileged) groups, and ignores, distorts or stereotypes many marginalized groups.

Margie Thompson is an associate professor in the Department of Media, Film & Journalism Studies and Director of the M.A. in International & Intercultural Communication. She teaches courses in international and intercultural
communication, and her research focuses on gender, race/ethnicity, culture, multicultural media and communications, and political/social movements of Central America.

Rachael Liberman is a visiting teaching assistant professor in the Department of Media, Film & Journalism Studies. She teaches courses on media, race, gender, and her research tracks the construction, proliferation, and circulation of discourses on gender and sexuality in contemporary media culture; and in particular, the mediation of female sexual objectivity.

Including Speakers of Other Languages
Candace Maher
Introductory Level: Staff, faculty and administrators
Sturm 490

Discover what it means to be culturally competent and how to promote inclusion. Learn workable ways to include speakers of other languages and cultures where multicultural workplaces and classrooms are the norm. Learn various verbal and nonverbal methods of inclusivity. What is in-group membership? How does it affect communication, conversation, and interaction in the work and school environment? Become more cognizant of your attitudes and behavior at work or school. The focus of this session is identifying 1) your motivations and behaviors in interactions, 2) developing a plan for change, and 3) strategies to increase inclusivity of speakers of other languages.

Candace Maher is a faculty member with the DU English Language Center. University of New Mexico. Sociolinguistics. B.S. Business Administration. San Francisco State University. Global Marketing.

Making #BlackLivesMatter
Frank Tuitt
Intermediate Level: All affiliations
Sturm 254

The #BlackLivesMatter movement – started by three Black women Alicia Garza, Patrisse Cullors, and Opal Tometi – aims to center and affirm the ways that Black people engage resilience and meaningfully contribute to society, even as policies and practices in the US “systematically and intentionally [target them] for demise” (Garza, 2014, p.1). The rallying cry for All Black Lives to Matter has not been regulated to the streets of major urban cities. On college campuses across the US racially minoritized faculty, staff, and students (and their allies) at our nation’s finest HWIs including but not limited to University of Texas Austin, University of Missouri, Duke University, Yale University and the University of Michigan have been speaking out in resistance to their daily encounters with racism. In this session, the participants will engage in a facilitated dialogue on the implications of the #BlackLivesMatter Movement and the search for racially inclusive campus environments.

Frank Tuitt earned his doctorate from the Harvard Graduate School of Education. Currently, he is the Senior Advisor to the Chancellor and Provost on Diversity and Inclusion at DU, and Associate Professor of Higher Education in the Morgridge College of Education. Dr Tuitt’s research explores topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. Dr Tuitt is a co-editor and contributing author of the books, Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms, and Contesting the Myth of a Post-racial Era: The Continued Significance of Race in U.S. Education.

Many Voices
Danny Brown
Introductory Level: All affiliations
Sturm 435

While at DU, have you ever experienced something that you did not like? Do you wish that you could change this, so that someone else won't have to experience this? If you answered yes to both of these questions, then this workshop is
for you! Many Voices provides a safe and friendly space for participants to not only reflect upon difficult experiences at DU, but also to brainstorm solutions to these problems.

**Danny Brown** is a Junior, Media Studies major, Gender and Women's Studies minor, Religious Studies minor. He is leading the DU Interfaith Advocates this year, after spending Fall Quarter 2015 studying abroad in India. He believes that thought is nothing without an action to back it up.

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**Power, Privilege and Oppression: Understanding Cultural Capital**

Christiana Smith-Williams

Introductory Level: All affiliations

Sturm 410

Participants will be taking part in learning about the various aspects of marginalization, white privilege and various ways oppression is manifested. Participants can expect to gain insight on the subtleties of systemic racism and various micro-aggressions that people (students) of color deal with on a daily basis not just on predominantly white campuses (PWC’s), but all throughout the community. This workshop is designed to enlighten (not accuse) and will be conducted in a most sensitive manner. Participants will leave with a greater understanding of not only the privileges that the dominant culture is afforded, but how to take those privileges and use them to become allies of the marginalized.

**Christiana Smith-Williams** holds an M.Ed. from Ohio State University. She is a second year Ph.D. student in Curriculum and Instruction with a cognate in Critical Race Theory in order to pursue justice and equality for children of color. She runs her own non-profit called The Young Empowered Sisters Circle for middle school girls of color where she mentors them in leadership and entrepreneurism. She is a veteran school teacher of 18 years in inner city and her hobbies are making jewelry and hiking on the weekends.

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**The Rewards and Challenges of Working in a Diverse Learning Environment**

Liliana Rodriguez

Intermediate Level: Staff, faculty and administrators

Sturm 134

Our backgrounds and identities influence how we see the world and communicate with others. Unfortunately, we don't often realize just how much our background biases our perceptions of others, which can lead to a variety of unintentional miscommunications. To complicate matters, we also work with young adults that define themselves very differently than prior generations. This interactive workshop is an introduction to human development and diversity concepts that will allow you to reflect on your own background, challenge you to think about your own identities and prejudices, and consider how they influence the way you negotiate a diverse working environment in the 21st century.

**Liliana Rodriguez, Ph.D.**, is the new Vice Chancellor for Campus Life and Inclusive Excellence at DU. She earned her B.A. with honors in psychology from Williams College, and her MS in clinical psychology and Ph.D. in psychology from University of Massachusetts, Amherst. She has taught multiple courses in psychology, law and social justice. In addition, Rodriguez has worked in diversity recruitment and psychotherapy, including crisis and forensic mental health counseling.

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**Understanding Labels: Do I Fit in That Box? Do You?**

Cori Canty Woessner       Vanessa Quintana

Introductory Level: All affiliations

Sturm 412

Student. Professor. Native. Immigrant. Graduate. Dropout. Labels help us understand the people around us. We may think we understand what it means to be a dropout, bilingual or a Latina, but do we really? This interactive session provides opportunities for participants to examine their own assumptions about labels through participatory activities and
opportunities for reflection. Understanding how and why we use labels is a foundational step towards confronting our own personal biases.

**Cori Canty Woessner** is the Dean of Assessment and Data for Kunsmiller Creative Arts Academy in Southwest Denver where she coordinates the K-12 school’s unified improvement planning process, assessments, multi-tiered systems of support and secondary math. She has experience supporting districts and schools around increased graduation rates, decreased dropout rates and increased students’ postsecondary readiness. Her experiences as a bilingual teacher, school counselor, district director of counseling and principal consultant in Dropout Prevention and Student Re-engagement at the Colorado Department of Education help her support successful implementation of high impact systems and activities. Cori's Doctoral Research Project will focus on the impact of the trauma-sensitive school approach on staff culture in public schools.
Don’t miss

Call To Action Closing Reception

Tuscan Ballroom - Fritz Knoebel School of Hospitality Management

Closing Remarks by Dr. Liliana Rodriguez

with a performance by

The Romero Theatre Troupe

The Romero Troupe attempts to introduce the public to our state history “from below,” that is, through the lens of those who did not enjoy political, economic, cultural, or social privilege. The Troupe is entirely of volunteer, and their mission is to grow together in community with others, to engage the public in the practice of exploring history, and to promote social justice through the art of theater.

For more information, please visit the Romero Theatre Troupe website.

Receptions make great networking events. Don’t forget your business cards!