This document provides a summary schedule and details for our four rounds of breakout workshops. Sessions are listed alphabetically by title within each round, using this template:

**Workshop Title (Track)**

**LOCATION**

Abstract

*Presenter name list*

Intended Audiences | Experience Level

**KEY**

**Track**

Our overall Summit theme is drawn from United Nations' work on sustainable development ([www.un.org/sustainabledevelopment](http://www.un.org/sustainabledevelopment)), attending to the environmental, economic and social impact of human activity. More specifically, we want to explore two particular goals in this work:

- *Reduced Inequalities (RI)*
- *Sustainable Cities and Communities (SCC)*

Understanding that the issues are interrelated, presenters indicated one of the two tracks with which their workshop most closely aligns. Each workshop is tagged with a track acronym to give participants an idea of its focal track. Feel free to stick with a single track, or mix it up!

**Location**

Most workshops will be held in Sturm Hall (same as morning keynotes) or the Driscoll Student Center next door, with signs on respective doors indicating which sessions they hold.

Please respect the classes and offices you may be passing by!
**Presenter biographies** are compiled in a separate, alphabetical list at the end of this document.

**Intended Audience**
Presenters were asked to indicate which DU affiliates would benefit most from their session: undergraduate students, graduate students, staff, faculty/instructors, administrators, alumns, and/or community members at-large. *Unless specifically stated otherwise*, sessions are open to all registered participants, understanding it may be more relevant to listed affiliates.

**Experience Level**
Presenters were asked to indicate which one label best describes the minimal level of complexity, difficulty and prior experience participants should bring to the session. Consider your own level with the specific content when selecting sessions.

- **Introductory**: Requires little or no prior experience or knowledge on the topic; good for those wishing to get started with this aspect or arena of inclusiveness.
- **Intermediate**: Presumes some prior experience with the topic. Deals with more serious challenges and impactful opportunities to being effective in increasing inclusiveness.
- **Advanced**: Assumes significant prior experience with the topic. Focuses on more nuanced issues and high-level problem-solving.

**Other FYIs**

**Safety Note**
Participation in each session is limited to the number of seats *already in the room*. Please do not pull chairs from other spaces, or sit on the floor/in aisles. Instead, use a full room as an opportunity to explore another topic!

A few sessions are restricted to very specific participants or smaller headcounts based on content or activities. Please select another session, or a later offering of repeated sessions.

**Changes & Updates**
Please check signs in the Summit registration/check-in area (Davis Auditorium lobby in Sturm Hall) or on room doors for any day-of updates (eg, room changes, cancellations, etc).

**Session Materials**
We have challenged presenters not to distribute handouts or other physical materials, in order to minimize environmental impact. They have been invited to submit digital versions, which we will post on the Summit website after the event; others may collect contact information from participants and share directly.

**QUESTIONS?**

www.du.edu/diversitysummit

Registration/Check-in Desk in Davis Auditorium lobby, Sturm Hall 2nd floor
WORKSHOP SESSION 1: THURSDAY MORNING (10.45am-12n)

SCHEDULE SUMMARY

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<tr>
<th>Location</th>
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<tr>
<td>Sturm Hall 275</td>
<td>Educate One, Educate All</td>
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<td>Sturm Hall 286</td>
<td>Just Sustainability: Examining the Intersection of Sustainability and Social Justice</td>
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<tr>
<td>Sturm Hall 379</td>
<td>Power Mapping: Leveraging Tangible Community Organizing Tools to Address Inequity</td>
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<tr>
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<td>Building Bridges</td>
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<tr>
<td>Margery Reed 119</td>
<td>Climate Justice Discussions and Practices</td>
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<tr>
<td>Mary Reed Bldg Renaissance Rm</td>
<td>Administrator Roundtable</td>
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BY INVITE ONLY

Keynote lunch in the Ritchie Center Hamilton Gym follows for those who registered.

SESSION DETAILS

Administrator Roundtable
MARY REED BLDG RENAISSANCE ROOM

DU senior administrators will spend time with our keynote(s), considering implications of their work on campus policies, practices and personnel.
- By invitation only.

Building Bridges (RI)
DRISCOLL CENTER #127 AND GALLERY (TWO SIMULTANEOUS SESSIONS)

It’s up to all of us to take action against exclusion by managing the micromessages we send, and use inclusive behaviors to bring people into the ‘group’. There are hundreds of micromessages we all send every day that can instill that same ‘outsider’ feeling in others – and most of the time we don’t even know we’re doing it. This interactive session will build awareness and skills in managing our own micromessages and act in a way that builds bridges when we see others being excluded or being exclusive.
- This session is limited to DU faculty and staff, and is capped at 20 participants; but repeats! Reserve your seat for this workshop at https://udenver.qualtrics.com/jfe/form/SV_etzxbcAEZegmOcB (quick form in addition to overall Summit registration).

Mind Gym facilitators
DU staff & faculty | Introductory

Climate Justice Discussions and Practices (RI)
MARGERY REED 119

This workshop will address climate justice and how the popular message and actions of environmentalism have excluded historically marginalized communities. We will unpack this fact using articles and videos and then highlight an organization in Denver, the Dahlia Campus for Health and Well-Being, that is actively working to include and support...
voices that have been undercut and un(der)served for centuries. Attendees will leave this workshop having thought critically about the role of race and socio-economic origins in relation to who is experiencing the worst effects of climate change, resource depletion and waste disposal.

_Brianna M Johnson, Audrey Robertson, and Elizabeth Pepper_
All audiences | Introductory

**Educate One, Educate All (RI)**
_STURM HALL 275_
62 million girls are denied access to education worldwide. This is for a variety of reasons, all of which can be considered violations of justice. Girl Up is the United Nations Foundation’s adolescent girl campaign. It inspires girls to stand up for other girls’ rights to education, health, and safety. This session will demonstrate how access to varying levels of education impact the living standards of women and the communities in which they live.

_Sisters of Theta Nu Xi Multicultural Sorority, Inc._
Undergraduate Students | Introductory

**Just Sustainability: Examining the Intersection of Sustainability and Social Justice (RI)**
_STURM HALL 286_
This interactive session will involve an examination of what the intersection of sustainability and social justice looks like in theory and in practice. Audience will work in small and large groups to answer questions such as: What does sustainability and social justice mean to the DU and the community in which it is embedded in? How does the intersection of sustainability and social justice differ from environmental justice? What does this intersection look like in practice? Who and whose voices are being included and excluded from this intersection? How can exclusionary processes and outcomes be addressed? How does “just sustainability” further the goals of inclusivity that sustainability and social justice, by themselves, do not? At the end of the session, participants will learn about how their values shape the intersection of sustainability and social justice.

_Pranietha Mudliar, Sarah M Bexell, and Andrea Savage_
All audiences | Intermediate

**Power Mapping: Leveraging Tangible Community Organizing Tools to Address Inequity (RI)**
_STURM HALL 379_
What is power? Who has power? How can you build power? Guided by current students in DU Public Achievement – a civic engagement program that leverages a community organizing framework – participants will gain specific tools for understanding power, mapping power, and strengthening their ability to effectively address injustice and inequity on campus and in the community. Join us in creating a sample power map, learning how to identify stakeholders, and developing your own Action Plan for designing your own Power Map and building the power of your community.

_Ryan Hanschen, Alicia Saxe, and Undergraduate PA Coaches_
Undergraduates, Graduate Students, Alumns, Community Members | Introductory

_Keynote lunch in the Ritchie Center Hamilton Gym follows for those who registered._
WORKSHOP SESSION 2: THURSDAY EARLY AFTERNOON (2-3.15pm)

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<td><strong>Driscoll Center #127, Commerce Rm</strong></td>
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<td><strong>Driscoll Center Ballroom</strong></td>
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Later afternoon workshops follow at 3.30pm.

SESSION DETAILS

**Building Bridges (RI)**

**Driscoll Center #127 and Gallery (TWO SIMULTANEOUS SESSIONS)**

It’s up to all of us to take action against exclusion by managing the micromessages we send, and use inclusive behaviors to bring people into the ‘group’. There are hundreds of micromessages we all send every day that can instill that same ‘outsider’ feeling in others – and most of the time we don’t even know we’re doing it. This interactive session will build awareness and skills in managing our own micromessages and act in a way that builds bridges when we see others being excluded or being exclusive.

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*Mind Gym facilitators*
DU staff & faculty | Introductory

**A Conversation with Dr Dorceta Taylor: The Institutional Challenges of Connecting Sustainability and Diversity in a Place Like DU**

**Margery Reed 119**

This special session gathers leaders at all levels of the University to discuss how and in what ways a campus’ commitments to both diversity and sustainability should be linked. Building on her keynote address, Dr Taylor will share her knowledge and engage conversation with all of us here at DU about making “just sustainability” meaningful for our learning and research community.

- By invitation only.
Equity, Social Justice in Westwood: Latinos Shaping their own Destiny (SCC)

Westwood has a storied history on Denver’s west side, with a diverse population and vibrant culture, along with plenty of challenges. The neighborhood was long an afterthought in the city’s plans, but City Councilman Paul López has been fighting to change that, with visible—and colorful—results (ref www.confluence-denver.com/features/westwood_070914.aspx) Racial and Social Justice practices come to life in the story of the redevelopment of Denver’s Westwood community – a sustainable community. Come hear the Honorable Councilman Lopez share his own story of growing up in Westwood through his journey as a Councilman fighting for the revitalization of his community while protecting the needs, interests and cultural values of its residents.

Paul D López
All audiences | Introductory

Listening for Social Sustainability: Fostering Community and Connectedness through Dialogue (SCC)

Through active engagement, our workshop will help participants better understand the roles of listening and dialogue in creating social sustainability across differences in our DU community. Participants will have opportunities to practice active listening skills, as well as to discuss contemporary and relevant challenges to building community through transformational listening. Our workshop will also introduce participants to dialogue resources and opportunities available to them right here on DU’s campus.

Erin Dyer Saxon and Kelly Hill
All audiences | introductory

Navigating the “Organic Classroom” with Feminist, Anti-Racist Ethics: A Workshop (RI)

Events of the last 3-4 years have intensified the ways that college classrooms function as both laboratories for more inclusive, socially just communication; and crucibles for the collision of “free speech” and inclusive, peaceful, just communication. Our workshop asks: how might we promote classroom communication which permits students freedom to process and think out loud (thus encouraging active learning and a non-hierarchical space), while not allowing students to be re-traumatized through microaggressions? We will unpack and process these questions together through realistic classroom scenarios. As facilitators, we will provide sample vignettes in which “organic” classroom communication leads to moments of discomfort, and moments in which microaggressions occur, to help participants test out possible responses. We will also consider the “best practices” to help shape our classroom communication in ways that allow students to be more empowered practitioners of inclusive, socially just communication.

Christina Foust and Sara Baugh-Harris
Graduate Students, Staff, Faculty, Administrators | Intermediate

Validating Lived Experiences (RI)

How do your various identities create a unique perspective through which you interact with the world? Come participate in a group activity that will challenge you to reflect on how your identities intersect and influence your lived experience. In participating in this activity, you will be introduced to the concept of intersectionality and have the opportunity to share parts your own story. We will discuss how storytelling can serve as a method to validate yours and others’ lived experiences.

Jillian Martinez and Efraín Madera
All audiences | Intermediate
WORKSHOP SESSION 3: THURSDAY LATE AFTERNOON (3.30-4.45pm)

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Evening events at Newman Center for the Performing Arts follow, for those registered.

SESSION DETAILS

**Changing the Paradigm: the Role of Diversity and Sustainability in the Arts (SCC)**

**Driscoll Ballroom**
Join us for a panel discussion with local visual and performing artists delving into the questions of how they are inviting diversity and sustainable programming to their cultural organizations and ways they have collaboratively engaged in art making. From hip-hop to modern dance and beyond, panelists will engage in an in-depth exploration of the role of arts as a vehicle for social change and sustainability. Presented by the DU Newman Center for the Performing Arts.

*Alex Jimenez, Kirsten Wilson and Donald Byrd*
All audiences | Introductory

**Comfort Zone, Learning Edge, and Challenge Zone (RI)**

**Driscoll Center #127, Commerce Room**
Learning, often times, takes place outside of comfort zones, which challenges individuals to identify why certain situations cultivate discomfort. This session will introduce the concepts of comfort zones, learning edges, and challenge zones. Through interactive discussion, participants will be guided through a series of prompts in which they will decide which zone they most identify with. Participants will reflect on their own position and identify what factors (e.g. privilege and identity) impact their chosen level of comfort with each statement.

*Vanessa Molina, Tyler Marone, Kelly Schlabach and Megan Mosiniak*
All audiences | Introductory

**The Spirit of Justice (SCC)**

**Sturm Hall 335**
2017 was quite the year: the rise of right-wing nativist tribalism, the attack on DACA, the Muslim Ban, the DHS proposal to halt an extension of H1-B visas, the #MeToo campaign against sexual assault, and more. The good news is, when hate flares up, good people rise in greater numbers and with stronger voices. Our intergenerational panel of activists will share some of their experiences and learnings, and engage participants in critical conversation to make sense of a stunning and distressing year; and to consider how our democratic principles can help us chart a way forward.

DU 2018 Diversity Summit workshops guide | 7
Strategies of Survival for Critically Conscious Graduate Students (RI)

STURM HALL 286

The direct determinism imposed on critically conscious graduate students is often overlooked in the University setting. By defining the limits of acceptable diversity, the University forces students to either suppress their authentic self or display a positionality that is administratively acceptable. This workshop will examine the various ways in which these students survive the threats to their authentic self. Participants will build skills to manage the oppressive and often psychologically devastating environment of higher education. Collaborative reflexive dialogue will be used to engage participants, along with the pedagogical tool of ROL (reasoning out loud). ROL is a collective exercise that engages participants in reflexive recognition of the ways in which their authentic self can be accessed and preserved throughout their higher education experience.

Ceema Samimi and Amanda Thomas
All audiences | introductory

What the F*** Aziz!: A workshopped conversation about sexual assault (RI)

STURM HALL 376

Have you been scrolling through your social media and inundated with sexual assault stories and people’s’ feelings about the state of the world? Us too. Yet, conversations IRL about how we are affected and colluding with rape supportive culture seem closed off. If we don’t even know how to talk about how to talk about it, rape supportive culture won’t be going anywhere soon. In this session we will want to tackle how media can influence the framing of this conversation, integrate how your personal biases are filling in the gaps of stories we read, and how we can find language in the absence of ‘no’. NOTE: Content and language focus around sexual assault.

Kristy Kumar and Carolyn Coles Taylor
All audiences | Intermediate

Your Response Matters: How to Effectively Respond to Disclosures of Interpersonal Violence, Harassment, and Other Tough Topics (SCC)

Sturm Hall 334

Many of us have thought about the potentially damaging effects of violence, abuse, and harassment, but do you know you will respond when someone discloses their own experience directly to you? This workshop will outline empirically supported tips for how to respond to disclosures in an effective and supportive manner, including body language, verbal skills, and word choice. We will share research about how your response (as a friend, family member, teacher, colleague, stranger) can contribute to a more equitable community. Most importantly, we will brainstorm situations in your life when you might encounter disclosures and practice our newly learned techniques using mock examples in a safe environment.

Naomi Wright, Amy Dominguez, Leah Grande and Maggie O’Reilly-Treter
All audiences | Introductory

Evening events at Newman Center for the Performing Arts follow, for those registered.
**WORKSHOP SESSION 4: FRIDAY MORNING (10.30-11.45am)**

### SCHEDULE SUMMARY

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<td>Sturm 281, Lindsay Auditorium</td>
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<td>Sturm 286</td>
<td>Intergroup Dialogue Pilot Class at DU</td>
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<td>Sturm 287</td>
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<td>Culturally Responsive and Inclusive Practices for Developing and Sustaining a Positive Organizational Climate and Working Culture</td>
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<td>Sturm 311</td>
<td>Equity in STEM: Minority Perspectives on Major Privileges</td>
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<td>Inclusive Campus Environment: Creating Spaces for Survivors</td>
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*Part of simultaneous meeting of Colorado Association of Blacks in Higher Education. Summit participants are welcome to attend, space permitting.

Action working lunch at the Cable Center follows for those who registered.

### SESSION DETAILS

**Building Bridges (RI)**

**Driscoll Center #127 and Gallery (Two Simultaneous Sessions)**

It’s up to all of us to take action against exclusion by managing the micromessages we send, and use inclusive behaviors to bring people into the ‘group’. There are hundreds of micromessages we all send every day that can instill that same ‘outsider’ feeling in others – and most of the time we don’t even know we’re doing it. This interactive session will build awareness and skills in managing our own micromessages and act in a way that builds bridges when we see others being excluded or being exclusive.

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*Mind Gym facilitators*  
**DU staff & faculty | Introductory**
Building Relationships: Inclusively, Intentionally, and Reciprocally (SCC)
STURM 287
Each of us have built relationships. And each of us have room to grow in how we build relationships with intention, keeping in mind principles of inclusiveness and reciprocity. Guided by current DU Puksta Scholars, participants will learn specific tools for building reciprocal relationships that will strengthen their ability to make an impact on campus and in the community. Participants will also leave this workshop with an Action Plan that details strategies for developing inclusive partnerships, recognizing the perspectives of multiple stakeholders, and building a comprehensive network of individuals dedicated to equity and justice.
Ryan Hanschen, Aaqil Anwar, and DU Puksta Scholars
Undergraduate Students, Graduate Students, Alumns, Community members | Introductory

Culturally Responsive and Inclusive Practices for Developing and Sustaining a Positive Organizational Climate and Working Culture (SCC)
STURM 310
All students do not come to school on a level playing field. Neither do faculty and staff. As a result, faculty and staff are constantly experiencing burnout via mental health issues, lack of motivation, and/or feelings of hopelessness. To combat these feelings, this session shares a Culturally Responsive framework which provides three approaches for participants to empower faculty and staff, develop a culture of inclusiveness and innovation, and to produce an organizational climate predicated by positive behaviors.
Aaron J Griffen and Karen D Griffen
Graduate Students, Staff, Faculty, Administrators | Intermediate

Equity in Science Technology Engineering and Mathematics: Minority Perspectives on Major Privileges (RI)
STURM HALL 311
For every 10 STEM professionals, only one is a woman, and just 12 per cent of engineers are people of color. Why are woman and minorities not being represented in the STEM field? In this session we will examine minority students’ exposures to and barriers to access in the STEM fields. We will discuss the implications of Impostor Syndrome and its role in minority students’ educational experiences. Finally, we will dialogue around supporting STEM students, specifically students of color, first-generation students, female students, and other historically underrepresented populations.
Megan Cuddihee Dempsey and Christy Martinez-Saucedo
Graduate Students, Staff, Faculty, Administrators | Introductory

How Social Enterprises Expand Opportunity in Underinvested Communities (SCC)
STURM HALL 479
Social enterprises are social purpose organizations that operate as ongoing businesses, generating some or all of their revenue from commercial business activities along with measurable social outcomes. Social enterprises are increasingly being used as a way to create sustainable business strategies with social benefits in underinvested and low-income communities, and take a variety forms. Learn about this growing field and how social enterprises can expand economic opportunity and diversify business ownership as cooperatives, public benefit corporations, certified B Corps, nonprofits, and traditional for-profit businesses.
Rebecca Arno, Janney Carpenter and Tanya Salih
All audiences | Intermediate
Inclusive Campus Environment: Creating Spaces for Survivors (RI)

DRISCOLL CENTER #145, 1864 SUITE

Trauma is an invisible identity many of our students and community members carry that can impact them both in and out of the classroom. How do we reduce inequitable practices to create environments that are inclusive of gender violence survivors? As community members, it is incumbent upon us to co-create truly inclusive environments. We can do this for survivors through educating ourselves on trauma, practicing awareness of invisible identities, and centering survivor voices in program and effort development. This session will explore the impact of trauma and intersecting identities, practical application for inclusive environments, and provide a group activity for implementing survivor-supportive programs. This session can help students to better understand their peers, as well as assist professionals to foster inclusive environments for students or team members.

Andy Thyrring and Bessie Nolan
All audiences | Introductory

The Intergroup Dialogue Pilot Class at DU (RI)

STURM HALL 286

In Winter and Spring, 2017, the Department of Communication Studies partnered with Campus Life and Inclusive Excellence to pilot a dialogue course for DU undergraduates. Inspired by the Intergroup Dialogue model, the class followed the four-stages of dialogue, and included an intersectional perspective on identities and structures of power (like gender, race, sexuality, class, and ability), with a focus on dialogue skills (including self-reflexivity and deep listening). Instructors and students who participated in the pilot will share their experiences of what went well, what didn't go as well, and how they might make changes for the future. We will consider together the value of teaching about power, privilege, and oppression, as well as dialogue classes.

Christina Foust, Jaime Guzmán, Amanda Meise, Jack Cote and Dory Rosenthal
All audiences | Introductory

The Spirit of Justice (SCC)

STURM HALL 335

2017 was quite the year: the rise of right-wing nativist tribalism, the attack on DACA, the Muslim Ban, the DHS proposal to halt an extension of H1-B visas, the #MeToo campaign against sexual assault, and more. The good news is, when hate flares up, good people rise in greater numbers and with stronger voices. Our intergenerational panel of activists will share some of their experiences and learnings, and engage participants in critical conversation to make sense of a stunning and distressing year; and to consider how our democratic principles can help us chart a way forward.

Yvonne Cherena-Pacheco, Jennifer Leath, Caran Ware Joseph, Brandi Scott, and Cristine de la Luna
All audiences | Intermediate

Radical Honesty, Resistance, and Self Care in TWIs: Navigating the intersections of Race, Identity, and Patriarchy in these Challenging Times

STURM HALL 286, LINDSAY AUDITORIUM

During this session, panelists will share personal narratives on their individual and collective lived experiences related to engaging in resistance and self-care as they navigate traditionally White higher education institutions.

*Part of simultaneous meeting of Colorado Association of Blacks in Higher Education. Summit participants are welcome to attend, space permitting.
**Waste No More (SCC)**

**STURM HALL 254**

According to Hunger Free Colorado, nearly 1 in 10 Coloradans are hungry, and unable to afford adequate food for themselves or their families. Food scarcity is a serious problem that far too many people are facing, especially within the Denver Metro Area. Additionally, there is an excessive amount of food wasted every single day. The goal of our workshop is to spread awareness on this problem of waste in Denver. We will foster a motivational and educational conversation on current efforts to reduce food waste and conquer food scarcity. Our group is focusing on the work of four different waste management organizations, and we will provide a wide range of perspectives on how to best eliminate hunger in the Denver Metro Area.

*Representatives from Reps from Scraps, We Don’t Waste, Food Recovery Network, and Foraged Feast*

**All audiences | Introductory**

*Action working lunch at the Cable Center follows for those who registered.*

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**QUESTIONS?**

[www.du.edu/diversitysummit](http://www.du.edu/diversitysummit)

*Registration/Check-in Desk in Davis Auditorium lobby, Sturm Hall 2nd floor*

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**Workshop Presenters**

Listed alphabetically by last name. *Biographies may have been edited for length (toward ~100 words) and basic consistency.*

**Aaqil Anwar** was born in India, moved to the US when he was eight months old, and has been a Colorado native ever since. Aaqil originally decided to attend DU because it was close to home, but has since come to be very grateful for being part of the DU community, including as a DU Puksta Scholar. Aaqil spends his Sundays religiously watching the Denver Broncos. Following graduation this June with a degree in Finance, Aaqil hopes to pursue a career on Wall Street while still remaining actively involved in community engagement and organizing activities in an attempt to increase the amount of equity present in our society.

**Rebecca Arno** is Director, the Barton Institute for Philanthropy and Social Enterprise. Previously Rebecca was Executive Director of Foundation Relations for DU. Previously, she was Vice President of Communications and Operations at The Denver Foundation, and served as vice president of communications for The Daniels Fund and communications officer for Peninsula Community Foundation in California. During her twenty-five years of philanthropic sector service, Rebecca has provided volunteer leadership to numerous causes, including serving on the boards and as board chair for local, statewide, and national organizations. She earned her Masters in Nonprofit Management at Regis University as part of the Colorado Trust Fellows program.

**Sara Baugh-Harris, MA** is a doctoral candidate in Communication Studies at DU.
Sarah M Bexell, PhD, is a Research Associate Professor who has been engaged in wildlife conservation, conservation education and humane education for many years. At GSSW, she supervises MSW students during summer internships in China. Currently the director of conservation education at the Chengdu Research Base of Giant Panda Breeding, Bexell has participated in projects related to conservation, animal behavior, and education for 15 years.

Donald Byrd, TONY nominated/Bessie Award winner, is the Executive Artistic Director of Spectrum Dance Theater (Seattle, Washington), formerly Artistic Director of Donald Byrd/The Group. He has been making work for contemporary and classical dance companies, opera companies, and theater companies for over forty years. His honors include Masters of Choreography Award (Kennedy Center), Fellow of The American Academy of Jerusalem, James Baldwin Fellow of US Artists, and Fellow at the Institute on the Arts and Civic Dialogue.

Janney Carpenter is adjunct faculty in DU’s Korbel School of International Studies, and Faculty Advisor for the Barton Institute Social Enterprise Fellowship. Janney has over 25 years of experience in development finance, with a focus on micro-finance and sustainable development and has taught at DU since 2008. She has been an independent consultant since 2003, consulting nationally and locally. Previously, she served as a senior consultant with ShoreBank Advisory Services and as a vice president with JP Morgan. Janney has served as a volunteer and in board leadership roles with several non-profits in the Denver area. She earned her MBA from the University of Chicago.

Yvonne Cherena-Pacheco, Esq, is the Associate Director of Admissions at the Sturm College of Law. Previously, the Assistant Dean for Enrollment Management and Admission Director at CUNY Law School, from where she earned her JD. She earned her LLM and was a teaching clinical fellow at Georgetown University Law, and was a founding faculty member at the DC School of Law (now UDC). She has served as the Associate Dean for Admissions at St Mary’s Law School, San Antonio, TX, as a Dominican Sister, and as an elementary and junior high teacher in New York.

Jack Cote is a Communication Studies major at DU, with Leadership and marketing minors; and was a student in the pilot intergroup dialogue course on gender.

Megan Cuddihee Dempsey is a graduate student in DU’s Higher Education Master’s program. She is an alum of the University of Tennessee where she earned her degree in Communication Studies. Megan serves as the Inclusive Excellence Fellow for DU’s Equity in Science, Technology, Engineering, and Mathematics (E-STEM) program.

Amy Dominguez is a graduate student in DU’s Clinical Child Psychology PhD program. Amy is primarily interested in studying the relationship between chronic stress and early social, emotional, and cognitive development. Ultimately, she aims to deliver interventions in a diverse, community-based setting that mitigate the developmental and biological effects of various risk factors.

Christina Foust, PhD, is an Associate Professor and Chair of Communication Studies at DU. Her teaching and research engage rhetoric, power, and social change.

Leah Grande is a graduate student in the Clinical Child Psychology PhD program at DU, specializing in developmental cognitive neuroscience. Leah is interested in the intergenerational transmission of emotional and cognitive differences, as well as the long-term health and brain development consequences of early life experience.

Aaron J Griffen, PhD, is the principal of Sierra High School in Colorado Springs. He earned his PhD in Curriculum and Instruction with an emphasis in Urban Education from Texas A&M University. He is a national presenter, guest lecturer, panelist, writer and reviewer for Urban Education Policy and Analysis and Culturally Responsive Pedagogy. Dr Griffen serves as the Co-Chair of School-Community Partnerships SIG for the American Educational Research Association, and on the programming committee for the Educating
Children of Color Summit in Colorado Springs. Dr Griffen has over 18 years of educational experience in K-12 and higher education; and his research interests include Cultural Competence, Curriculum and Instruction, and Qualitative Methodology.

Karen D Griffen, MEd, is a doctoral student of Educational Leadership in Interdisciplinary Studies at Creighton University in Omaha, Nebraska. She has over 22 years of educational experience in K-12 where she has served as an Asst Principal, Response to Intervention Specialist, Instructional Skills Specialist for English Language Arts and Social Studies, and a classroom teacher. Karen's research interests include Women's Studies, Spiritual Leadership, and Strategic Planning and Organizational Behaviors.

Jaime Guzmán is a doctoral candidate in Communication Studies at DU, and was an instructor of DU’s initial intergroup dialogue course.

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

Kelly Hill is pursuing her MA in International and Intercultural Communication at DU. She works as a graduate coordinator for DU DialogUes and the GlobalRes living community on campus. During two years as a Peace Corps volunteer in Indonesia, she partnered with teachers at rural Islamic middle and high schools to develop English programs and girls' leadership opportunities. She then went on to teach English for one year at a vocational high school in Germany as a Fulbright English Teaching Assistant, where she worked primarily with migrant and refugee students. Kelly earned a BA in English Literature from Florida State University.

Alex Jimenez is visual artist, dabbler, and believer in the power of people. She is a Manager of Programs at the Museum of Contemporary Art Denver, where she focuses on teen programming and education outreach. Alex holds a Bachelor of Fine Arts from Metropolitan State University Denver. Alex also serves as the chair for Community Outreach for the Letterpress Depot in Englewood, CO. Through all of her work, Alex is committed to building an equitable future in the arts for youth in Denver, and beyond.

Brianna M Johnson was born and raised in Edwards, CO and knew leaving this beautiful state would be very difficult. That’s one reason why she earned her undergraduate degree at DU in international studies. Now, she is in her fourth year as the program coordinator for the DU Environmental Sustainability and Wellness Living and Learning Communities. She is a certified yoga teacher, enjoys growing her own food, and is on a constant journey to learn about systems of oppression and uses that knowledge to make a positive difference in her communities.

Caran Ware Joseph is Director of Human Resources, Title IX Coordinator at the Iliff School of Theology. Caran earned her Master of Divinity degree with distinction from Iliff in 2012. She also has a Master of Arts in Music Ministry degree from Garrett Evangelical Theological Seminary where she received the Edward Campbell Preaching Award and Hoyt Hickman Award for Liturgical Scholarship. Caran was admitted to the Illinois Bar in 1993 after earning her Juris Doctor degree from the University of Michigan Law School in 1992. In addition, she is also a member of Iliff's adjunct faculty.

Kristy Kumar, MA is the Assistant Director of Educational Programs at the Women and Gender Advocacy Center at Colorado State University where she works to create vision around shifting rape supportive culture to a consensual and inclusive one. She is passionate about racial justice,
decolonial feminist praxis, and spends most of the time daydreaming about her next meal.

Dr Jennifer Leath is the Director of the Master of Social Justice and Ethics Program, and assistant professor of religion and social justice, at Iliff School of Theology. Leath’s research and teaching concentrates on the intersection of sexualities, religions in sacred communities and spaces of African Diaspora; Afro-Diasporic women’s spiritualities and social activism; bridging concerns of religious ethics and African American studies; and the sexual ethics and economies of historically Black churches and Afro-Diasporic religion in the US. Dr Leath was a research associate and visiting lecturer at Harvard Divinity School’s Women’s Studies in Religion Program, and helped to establish the Center on African American Religion, Sexual Politics & Social Justice at Columbia University.

Paul D López, Denver City Councilman, is a homegrown champion for Denver’s working families. While earning a degree at the University of Colorado, López became a community organizer and went to work in Denver’s poorest neighborhoods to protect affordable housing and quality public health care. As a union organizer, López brought thousands of Denver area janitors and their families to the bargaining table. Elected at age 28 in 2007 to West Denver’s District 3, López became the youngest Denver city council member to ever take the oath of office. Utilizing a grassroots community organizing style, Councilman Paul D. López is regarded as a relentless fighter for social justice who defined the word "community organizer" and is steadfastly redefining the role of "City Councilman."

Cristine de la Luna is an MA candidate in Social Justice & Ethics at Iliff School of Theology. Cristine earned a BA in Africana Studies and Intersectional Studies: Social Justice & Advocacy from Metropolitan State University of Denver. Her scholarly interests center on intersectional research and praxis in the areas of gender/sexualities, African American and American literary and cultural production; Third World Feminist theory, and critical race studies. She is an active member of the National Women’s Studies Association Women of Color Leadership Project, current Chair of their Feminist Spirituality Interest Group, served as Chair for the Undergraduate Research Caucus panels, and has presented at both their national and international conferences.

Efraín Madera is a second year graduate student in the Higher Education Administration Master’s program at DU. He also works as the Graduate Assistant for Housing with DU Housing and Residential Education. He earned his Bachelor’s degree in Journalism and Mass Communications at the University of Northern Colorado. Efraín is passionate about giving his community a voice and empowering them to pursue post-secondary education. His passion stems from various college access programs he has been a part of and has worked with.

Tyler Marone is a graduate student at the Morgridge College of Education pursuing a Master’s in Higher Education. Their research interest focuses on the LGBTQIA community with specific emphasis on LGBTQIA student-athlete experience. They work as a Graduate Intern for Parent and Family Engagement as well as an Inclusive Excellence Fellow for the 1GenU program with an emphasis on parental support. Through this work, they help students and their families successfully navigate the transition to DU.

Jillian Martinez is a Graduate Resident Director for DU Housing and Residential Education, and a second year graduate student in the Higher Education Administration master's program; and will graduate in Spring 2018 with an emphasis in Diversity and Inclusion. Jillian's passion for Inclusive Excellence, student organizations, and sense of belonging on college campuses at DU in undergrad led her to pursue a career in higher education. She continues to be involved on campus as the graduate advisor of the Latinx Student Alliance; and, in her free time, coaches ice skating at Joy Burns Arena.

Christy Martinez-Saucedo is a current first year Master’s graduate student in Higher Education at DU, and serves as a Graduate Resident Director for
the Housing and Residential Education. Prior to DU, Christy graduated with a BS in Human Services with a concentration in Mental Health at California State University, Fullerton.

Amanda Meise is a doctoral candidate in Communication Studies at DU, and was an instructor of DU’s initial intergroup dialogue course.

Vanessa Molina is a first-generation, Latina, Deaf student from San Diego, California. She is a second-year graduate student in Higher Education Administration at DU. Vanessa has questioned why her Latinx and Deaf communities continue to fall behind academically. After realizing these communities are not in positions to thrive, she decided to pursue a career in student affairs. Vanessa has realized that the education system caters to White, able-bodied students and everyone else suffers. For the Diversity Summit Vanessa has partnered with her cohorts to assess how we can create an education system that empowers everyone instead of a privileged few.

Mind Gym uses the latest psychology and behavioural science to transform how people think, feel and behave and so improve the performance of companies and the lives of people who work in them. Every session Coach has secured a Distinction or Merit in the specific topic assessment at the end of a rigorous 5-day certification program, in addition to other personal, academic and professional training and experience.

Megan Mosiniak has come to DU from Sylvania, Ohio where she attained a Bachelor of Arts in Social work from Lourdes University. Megan is a first-year graduate student in the Master’s in Higher Education program where her focus areas include mental health and gender and sexuality. Megan is a Graduate Assistant for the Center for Multicultural Excellence where she develops cultural celebrations and programing and supports student affinity groups and the DU LGBTIQA community.

Pranietha Mudliar, PhD, is a postdoctoral fellow in Environmental Justice and Sustainability at DU. Her research experiences are grounded in a global context including regions such as West Virginia and Colorado, USA, Karnataka, India, and East Africa. Together, they are united under the overarching goal of understanding how to increase the effectiveness of natural resource governance policies as well as improve the lives of poor and vulnerable populations. Specifically, she studies social dilemmas among socio-culturally heterogeneous groups of resource users situated in a context of poverty, inequalities, low state-institutional capacities, and scientific uncertainties.

Bessie Nolan is a Campus Life Fellow with DU’s Gender Violence Prevention Program. Bessie earned her Bachelor of Arts in Psychology and English with a minor in Art and Art History from the University of Miami in 2013, where she also worked as a Counseling Center Outreach Associate. Bessie’s professional interests include higher education, diversity and inclusion, gender violence prevention, and social justice.

Maggie O’Reilly-Treter is a graduate student in the Clinical Child Psychology PhD program at DU. Her work focuses on romantic relationship development and functioning, and the related implications for children and adults—particularly the transition to parenthood.

Elizabeth Pepper has called St Louis, MO, as home throughout her entire life and it’s fostered her love for education and environment. She has had the amazing opportunity to start a tutoring program for middle school students in a district that lost its accreditation, and to research Sagebrush Crickets, through which she found her passion for research. Currently, she’s a first-year undergraduate at DU, majoring in Environmental Science, and is part of the Environmental Sustainability Learning and Living Community at DU. She hopes to address issues of environmental justice and issues within the educational systems; these two seemly different topics interconnect in way that combine her passion for environment and education.

DU Public Achievement Coaches work with the DU Center for Community Engagement & Service Learning (CCESL) to facilitate teams of K-12 Denver Public School
students, who follow a community-organizing process that includes building relationships among the entire team, identifying issues students care about and conducting community-based research. The culminating product is a public work (service-learning) project to address the issue they identified.

**DU Puksta Scholars** are participants in a four-year, developmental civic engagement program with an intentionally diverse community. They work on independent or small-group public work projects, they also work together as a larger Puksta community, supporting and mentoring one another, and taking leadership of the program itself in collaboration with CCESL staff.

**Audrey Robertson** lived in a small town outside northeast Philadelphia and had never ventured outside that area before coming to DU to pursue a degree in Environmental Science. She came to the University for a new experience in an amazing state; and joined the Environmental Sustainability Living and Learning community because understanding how to improve our Earth is not only what she wants to study in school, but a personal passion. Although she’s constantly looking towards the future and how to make a better one, she will never forget her diverse upbringing which has made her passionate about current social and human rights issues.

**Dory Rosenthal** is an Anthropology and Gender & Women’s Studies double major at DU; and was a student in the pilot intergroup dialogue course on gender.

**Ceema Samimi, MSSW, MPA,** is a second-year doctoral student in GSSW with interests in participatory and youth action research and other models that empower communities and flatten the hierarchy of academia. Her interests include alternative to incarceration and restorative justice as tool for positive youth development, youth voice, and inter-generational collaboration, especially with systems involved youth. She is specifically interested in how policies and structures of youth-serving organizations are influenced by legacies of colonization. Ceema earned her MPA at John Jay College of Criminal Justice and MSSW at Columbia University.

**Andrea Savage, MA,** has a background in water resource conservation and community education. She has experience in working with municipalities, organizations, and community groups to forge collective, sustainable solutions to environmental issues. She has also established productive partnerships between governing bodies and organizations, schools, and community members, serving as a liaison for effective communication and cooperative solutions. She works at Groundwork Denver with community leaders to educate, develop, and grow grassroots community leaders and organizations through asset based community development. She also has expertise in sustainable living skills such as natural building, animal husbandry, grey water and rain collection, homesteading, and organic and low-water gardening.

**Alicia Saxe** is a 3rd year PhD student in Curriculum and Instruction at the Morgridge College of Education and serves as a Graduate Assistant with the DU Center for Community Engagement & Service Learning. She has innate passion for teaching and learning which drives her research involving non-traditional curriculum, holistic education, social justice, critical approaches to education and human flourishing. She is a Colorado native, but her curious nature along with wonderful opportunities led her through eight years of learning, teaching, and studying around the beautiful globe, inspiring her current work as an educator. Alicia holds a BA in Psychology and Spanish from the University of Hawaii, Manoa and a MA in Educational Psychology from the Universidade do Algarve in Portugal.

**Tanya Salih** is a Program Coordinator with the Barton Institute for Philanthropy and Social Enterprise. Tanya previously served as a member of the Faculty Support team in the Sturm College of Law, as an administrative assistant with DU’s Department of Languages and Literatures, and as a program coordinator for After School for Kids in Cheyenne, Wyoming. She is a second year Masters student in DU’s Morgridge College of Education, studying Higher Education. In addition to her work as a professional and student, Tanya is an accomplished vocalist and musician.
Erin Dyer Saxon, PhD, is the new Program Manager for the DU DialogUes initiative. Erin previously served as the Director for the Center for Peace Studies and Conflict Resolution at Endicott College in Beverly, MA. In this role, Erin developed and delivered courses on peace studies, conflict resolution, and international studies, as well as a minor in peace and conflict studies. She also trained undergraduate students as para-professional conflict coaches for their peers. Erin spearheaded a number of events related to international and domestic peacebuilding, including notable speakers, international study tours, and online dialogue programming.

Kelly Schlabach is a 2nd Year Master’s student in Higher Education at DU and also serves as the Vice President of HESA. She earned her Bachelor of Arts in Social Work from the Ohio University’s Honors Tutorial College in Athens, Ohio. Kelly works as a Case Manager for DU Student Outreach & Support, which runs the Pioneers Care referral system on campus. Kelly’s research areas of interest include correctional education and veterans on campus.

Brandi Scott is Director of the Center for Equity and Student Achievement at Metropolitan State University of Denver. She has dedicated the past ten years in higher education to addressing inequities in access and persistence for historically underrepresented student populations. She has also served as the Director of TRIO Student Support Services and provided support to First-generation and low-income students. Over the past decade, Brandi has lead trainings and presented at local, state, and national conferences to increase faculty, staff, students, and community members awareness of social justice topics. Most recently, she was elected President of TRIO Programs for the State of Colorado; and is working on a PhD in Higher Education Leadership at Colorado State University.

Carolyn Coles Taylor, MA, is the Program Manager for DU’s Office of Diversity and Inclusion, where she passionately works to disrupt the cycle of complacency and empower the use of voiced action around issues of diversity and inclusion. She is also an adjunct professor for the Office of Internationalization. When Carolyn is not working hard on campus, she enjoys the Colorado outdoors with her husband Brandon Taylor and giggling over a great meal with Kristy Kumar.

Theta Nu Xi Multicultural Sorority, Inc.,’s Alpha Xi Chapter has been on DU’s campus since spring 2015, and remains the only historically multicultural-based sorority on campus. Their national philanthropy is Girl Up, the adolescent girl campaign of the United Nations Foundation. This amazing organization promotes female empowerment through education. Sisters are involved in a variety of leadership positions on campus including those in Housing and Residential Education, the Office of Admissions, the Center for Multicultural Excellence, the School of Engineering and Computer Science, and the Multicultural Greek Council Executive Board.

Amanda Thomas, MSc, is a second-year doctoral student in Research Methods and Statistics. She was a junior faculty member attached to the University of the Southern Caribbean and University of the West Indies in Trinidad and Tobago. This former Teacher of the Year nominee is interested in issues of access and equity for first generation and low-income students as well as the convergence properties of mixed methods approaches in creating post-colonial methodologies. Amanda earned her MSc in Sociology with Distinction at the University of the West Indies, St Augustine campus.

Andy Thyrring is the DU Coordinator of Gender Violence Prevention and Education, and a doctoral student in the Curriculum and Instruction program. Andy earned her Master of Arts in Higher Education from DU in 2013, and her Bachelor of Science, Health and Exercise Science with a minor in Women and Gender Studies from TCNJ in 2011. Andy’s professional interests include Gender Violence Prevention; social justice and inclusive community programs; restorative justice programming.

Kirsten Wilson is the founder and artistic director of Motus Theater, who use original theater to support community conversation on critical issues.
She has created several award-winning pieces: *Rocks Karma Arrows* (RKA), a multimedia performance exploring Boulder history through the lens of race and class; *Do You Know Who I Am?*, collaborating with young undocumented immigrant leaders to help them perform their own stories; *SALSA Lotería*, a bilingual production in which Latina immigrants perform stories of challenge, resilience, and courage; *It is Only a Paper Moon Hanging Over Immigration History*, a multimedia performance on the racial scripts that developed alongside immigration history; and *Law Enforcement Leaders Read DREAMER Stories*, in which local law enforcement and judicial leaders read autobiographical monologues of undocumented youth leaders. Her work has been supported by several grants from the National Endowment for the Arts.

**Naomi Wright's** research questions center around how contextual factors mediate differences in trauma-related responses, likelihood of treatment seeking, and healing and resilience. She graduated with a BA in Psychology in 2015 from University of Oregon where she served as a trauma psychology research assistant. Naomi also worked with justice-system-involved youth in Eugene, OR, and hospitalized adults with substance use needs in Portland, OR.

**QUESTIONS?**

[www.du.edu/diversitysummit](http://www.du.edu/diversitysummit)

Registration/Check-in Desk
in Davis Auditorium lobby, Sturm Hall 2nd floor