11th Annual Diversity Summit
On Inclusive Excellence
2012 Summit Sponsors

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Welcome

Five years ago, the University of Denver made an institutional commitment to Inclusive Excellence, a philosophical and practical concept that inclusiveness and excellence are one and the same. Embedded in this model is the call for institutions of higher education to challenge members of the campus community to take responsibility for transforming the campus into an environment that not only celebrates, but also values diversity. The University of Denver has made large strides in fostering Inclusive Excellence on campus, but recognizes that there is still a long way to go. This year’s Summit has been shaped around the idea that we can all continue to play a role in making DU an inclusive campus by what we “DU”.

The theme of the 11th Annual Diversity Summit is “Pioneering Innovation Through Inclusion: What Do You DU?” The Summit planning committee has worked to ensure that this year’s event will allow participants to start to understand, implement, and embed inclusiveness in our learning, teaching, work, and personal lives. To ensure that everyone attending is included the committee has created three levels of workshops for participants to attend; fundamentals, intermediate, advanced.

As one of many Debate Series Events, the Diversity Summit is proud to present Jeff Johnson, a D.C. based, award-winning journalist, social activist, and political commentator. With Johnson’s keynote, the committee hopes that participants will become more informed about pressing issues in society and subsequently be inspired to serve as change agents both at DU and in the larger society.

Additionally, this year we are excited to be partnering with TEDxDU during the luncheon. The TEDxDU Salon, created specifically for the Diversity Summit, will bring together speakers from the DU community who will share their experiences in creating spaces that nurture Inclusive Excellence.

To help guide you through what promises to be an exciting and invigorating day, please review the information in this e-program 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 has become a campus-wide effort. We greatly appreciate the wide spread commitment and dedication to advancing Inclusive Excellence at the University of Denver that is evident through the volunteers, workshop presenters, speakers and sponsors. This event truly belongs to the University community as a whole. We look forward to your participation in the Summit on May 4th and know you will leave the event inspired to impact change in areas of your life in which you have influence!

Thank you for your support of the Summit and your commitment to DUing something!

Johanna Leyba, MA
Co-Chair, Diversity Summit
Assistant Provost for Inclusive Excellence
Center for Multicultural Excellence

Katrina Yoshida
Co-Chair, Diversity Summit
Undergraduate Student Government
Diversity Chair
2012 Summit Planning Committee

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The Spirituals Project

Cathy Grieve
Office of Special Programs

Theresa Hernandez
Penrose Library

Craig Hirokawa
Undergraduate Student

Sujie Kim
Center for Multicultural Excellence

David Kugler
Division of Student Life

Johanna Leyba
Center for Multicultural Excellence

Joey Leon
Undergraduate Student

David Montaño
Lamont School of Music

Cindi Nagai
Division of Athletics & Recreation

Sarah Pessin
Center for Judaic Studies

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Study Abroad Programs

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Office of Undergraduate Admissions

Vanessa Teck
Undergraduate Student

Katrina Yoshida
Undergraduate Student Government
Diversity Committee
2012 SUMMIT AGENDA

THURSDAY, MAY 3, 2012
7:30-9:30 pm Diversity Summit Kick Off
“What Students Are DUing: Social Justice in Action”
Screening and Discussion: In Whose Honor?
A documentary film by Jay Rosenstein
Holocaust Memorial Social Action Site
(West of Margery Reed Hall)

FRIDAY, MAY 4, 2012
8:00-9:00 am Registration and Breakfast
Newman Center - Joy Burns Plaza

9:00-10:30 am Keynote Address
Jeff Johnson
Journalist/Social Activist/Political Commentator
Newman Center - Gates Hall

10:45-11:45 am Concurrent Workshops
Sturm Hall - Various Rooms

12:00-1:30 pm TEDxDU Salon and Luncheon
“Inclusive Action”
Host: Lynn Gangone
Dean, The Women’s College - University of Denver

Gregory Anderson
Dean, Morgridge College of Education
Claudia Hernandez-Ponce
Admissions Counselor, University of Denver

and

MegaMam
Craig Hall - Boettcher Foundation Community Room
Fritz Knoebel School for Hospitality Management - Tuscan Ballroom
Location: Various Classrooms

1:45-2:45 pm Concurrent Workshops
Location: Sturm Hall - Various Rooms

1:45-2:45 pm Status of Inclusive Excellence and Equity Work on Campus
Dr. Frank Tuitt
Associate Provost for Inclusive Excellence
University of Denver
Location: Sturm Hall - Davis Auditorium

3:00-4:30 pm Action Roundtable Discussions
“Generating Priorities for 2012-2013”
Moderated Roundtable Discussions for Administrators, Faculty, Staff, Undergraduate Students, and Graduate Students
Location: Sturm Hall - Various Rooms

4:15-5:30 pm Closing Reception - Chocolate Fountain Networking Event
Fritz Knoebel School for Hospitality Management - Tuscan Ballroom
**Keynote Address**

**Jeff Johnson**

MSNBC Contributor
White House Correspondent for The Grio

Jeff Johnson is a Washington, DC-based, award-winning investigative journalist, social activist, and political commentator.

From his celebrated conversations with marquee world figures in politics, business and entertainment, his grassroots work to inspire the next generation of leaders, his BET specials, and weekly commentaries on the nationally syndicated *Tom Joyner Morning Show*, to his work as CEO of Jeff’s Nation, LLC, Johnson has established himself as an authentic voice for change and a trailblazing social entrepreneur.

As a MSNBC contributor and White House correspondent for The Grio, an African American web site owned by NBC, Johnson covers important issues facing the nation.

Johnson has spent the last decade merging the worlds of politics and popular culture, including formerly serving as senior advisor for Media and Youth Outreach for People for the American Way, national director of the Youth & College division of the NAACP, and as vice president of the Russell Simmons Hip Hop Summit Action Network (HSAN).

The only US reporter to receive an exclusive post-inauguration interview with Ellen Johnson-Sirleaf, Africa's first elected female head of state and Liberia’s first elected female president, Johnson is also one of only two news correspondents to receive an exclusive interview with Sudanese president Omar al-Bashir, who has not granted interviews with US media outlets for thirteen years.

In 2008, Johnson received the NABJ Salute to Excellence Award for BET’s *Life & Death in Darfur, Jeff Johnson Reports* series. He regularly contributes commentary and analysis about issues related to race, politics, popular culture and socio-economics for news broadcasts and publications, such as MSNBC’s *Dayside and Hardball with Chris Matthews*, CNN’s *Headline News, CNN’s International, Larry King Live*, the FOX News Channel, *Huffington Post*, CNN.com, theRoot.com, EbonyJet.com, and *Upscale* magazine.

Johnson is the one of 30 young leaders from Europe and North America selected by the British Council to be apart of its Transatlantic 2020 team. This collective has inaugurated a new international dialogue to reinvigorate traditional alliances and mend transatlantic rifts.

Advanced Practitioner Roundtable Discussion: Great Ideas and Biggest Challenges in Embedding Inclusiveness
Kathleen B. Nalty
Executive Director, Center for Legal Inclusiveness

Location: Sturm Hall, Room 379

Cross-discipline efforts can lead to remarkable leaps in innovation. This roundtable discussion provides an opportunity for very advanced practitioners from different sectors and industries to meet and share their great ideas and discuss their greatest challenges in embedding inclusiveness within their organizations. The session is limited to those who have been primarily responsible for diversity and inclusiveness efforts in their organization/sector/industry for at least five years.

Deconstructing Media Representations of Women and Minorities: Video Clip Viewing and Discussion

Tejas Srinivas, BA
Lisa McFadyen-Ketchum, MA
Irena Pikovsky, MA
Aleja Parsons, BS
PhD Students, School of Psychology

Location: Sturm Hall, Room 254

One cannot deny the unavoidable presence of media in our day-to-day lives. Given its dominance within our culture, it is imperative to acknowledge the current disparities in media messages. Join us as we openly discuss the imbalance and biases in these everyday messages. Workshop leaders will lead the audience in a critique of both overt and subtle media portrayals of women and minorities. By examining the role media plays in reinforcing stereotypes and marginalizing members of our society, we will work together to cultivate an awareness of media misrepresentation. Our discussion will also include the equally alarming underrepresentation of these groups. The brief presentation, film viewing and moderated discussion will encourage us to understand and challenge the media's influence over how we view and interact with a diverse world.

Tejas Srinivas is a first year graduate student in the Clinical Psychology PhD program. She is interested in cognitive appraisal processes in the development of posttraumatic distress following exposure to violence. For her master’s thesis, Tejas is examining how procedural justice impacts the psychological outcomes of survivors of intimate partner abuse. In the future, she hopes to research cross-cultural differences in the cognitive processing of trauma and the differential importance of various cognitive appraisals in the aftermath of political trauma. Apart from psychology research, Tejas helps with assessment development as a Research Assistant for the Center for Community Engagement and Service Learning (CCESL), and she is a member of Psychology Advocates for Community Engagement (PACE).

Irena Pikovsky is a fifth year PhD student in the Psychology program at the University of Denver. She is interested in individual and familial factors that contribute to risk and resilience in early child. Her dissertation examines genetic and environmental risk variables that may predict variation in childhood stress physiology. She hopes to apply this research on factors contributing to early risk and resilience to intervention efforts and applied research in early childhood. Irena is a fifth time attendee and a second time presenter at the Diversity Summit. She is excited to continue to bring psychology to this interdisciplinary forum.

Lisa McFadyen-Ketchum is a first year graduate student in the developmental Psychology PhD program. She has 8 years combined research experience in molecular developmental neuroscience. Lisa is generally interested in risk and resilience in infants and toddlers with a particular emphasis on school readiness. She is currently investigating the relationship between physiologic stress reactivity and developmental trajectories in early childhood.

Aleja Parsons is a first year graduate student pursuing her PhD as at the University of Denver. Her research interest include exploring how culturally unique experiences impact African American couples. Aleja is currently working on her Master’s thesis which will focus on how negative marital attitudes impact dating decisions and relationship satisfaction. Originally form Atlanta, GA, she received her BS in psychology from Howard University in Washington, DC in 2010. Following her undergraduate graduation, Aleja spent a year volunteering in Senegal which inspired her future goals to apply a global perspective to the advancement of research on African American couples.

Inclusion of International Students Inside and Outside the Classroom

Lian Diane Duan
President
Daniel Green
Vice President
Nancy Lien
Historian
International Student Organization
Location: Sturm Hall, Room 424

International students are a major component of diversity. As more and more international students coming to DU, what DU should do to include them, to help them get more involved both inside classroom and outside classroom? As international students, how do you like to be treated in class and what are your concerns? As faculty and staff, how do you get more participation of international students and assist them to adjust to the new environment quickly and have their voice heard? This workshop will provide you some insides, as well as voices from international students, faculty and staff members, through presentation and discussion, to help DU become a more inclusive environment.

Diane Duan is a senior student majoring in Hospitality Management. As an international student from China, Diane Duan has been very involved in various activities and student organizations related to diversity and international students since her freshman year. She was a Resident Assistant in a freshman residence hall when she was a sophomore, an international student orientation leader when she just became a junior, and she studied abroad in Paris for a quarter. She also involved in Undergraduate Student Government as the Secretary of Internationalization, and the Pioneer to Pioneer Partnership Program Student Committee. Currently she is the president of International Student Organization and the planning director of National Society of Minorities in Hospitality DU Chapter.

Before attending the University of Nebraska-Lincoln and transferring to DU, Daniel Green spent a year volunteering in Thailand. After attaining his TESOL certificate through the School for International Training he taught in rural high schools, a preschool and a local university. Currently, he is a junior International Studies major and the event coordinator of ISO. He is involved in DU Tango and has a passion for helping others.

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Arthur C. Jones, PhD  
Associate Dean for Inclusive Excellence  
The Women’s College

Alisha Elliott  
Inclusive Excellence Fellow  
The Women’s College

Location: Sturm Hall, Room 311

This workshop will introduce participants to the Inclusive Excellence philosophy employed by The Women’s College and will describe the design, implementation and assessment procedures employed for a pilot project entitled One Book, One College, modeled after the city of Denver’s One Book, One Denver program. The presenters will also describe the ways in which assessment data are being used to revise and refine the program for subsequent years.

Arthur Jones is currently Associate Dean for Inclusive Excellence at the University of Denver’s Women’s College. He has had a longstanding interest in issues of diversity and inclusion, dating back to his first academic position at the University of Illinois—Springfield in the mid 1970s. Much of his past research has focused on African American music culture, including the interconnections between issues of culture, power and privilege. He is also the Founder and Chair Emeritus of The Spirituals Project (www.spiritualsproject.org) based at the University of Denver, and as an accomplished singer he has presented solo concert and lecture programs on spirituals throughout the United States.

Alisha Elliott is the Inclusive Excellence (IE) Fellow at the Women’s College of the University of Denver. As IE Fellow, Alisha assists in developing and implementing a comprehensive plan with an infrastructure designed for IE initiatives. Specifically in creating strategies to increase student, staff and faculty engagement within the scope of IE work. Alisha graduated cum laude from the University of Colorado May 2010, with a Bachelor of the Arts in Communication. Currently, she is pursuing her Master of the Arts in Higher Education, concentration on Diversity and Higher Learning, at Morgridge College of Education.

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Insuring Inclusive Excellence in Online/Hybrid Learning Environments

Bridget Arend  
DU Office of Teaching and Learning

Lisken Seader  
DU Disabilities Services

Location: Sturm Hall, Room 379

Online and hybrid courses are increasingly becoming viable options for students in higher education and, like many institutions, DU is offering more of these courses. Online/hybrid learning environments allow for individualized instruction and flexibility to complete coursework at one’s own pace and place, one of the fundamental tenets of Universal Design for Learning. Online environments can also feel impersonal and unstructured, and instructors need to intentionally create a sense of community in the course. How do we ensure that we are creating inclusive learning environments for all students? In this session, participants will learn some fundamental aspects of Universal Design and culturally-inclusive pedagogy relevant to creating inclusive hybrid and online courses.
**Mozambique, Colonization, and Diversity**

**Dr. Dores Cruz**  
*Assistant Professor, Department of Anthropology*

**Carly Santoro**  
*Graduate Student, Cultural Anthropology*

**Location:** Sturm Hall, Room 335

This workshop session will detail some history of Portuguese colonialism in Mozambique and the cultural lessons we can learn from the impact of colonization there. Presenters will lead a discussion on potential parallels between colonialism in Mozambique and Native Americans in the United States. Connections will be made between the two communities and highlight some strong similarities in terms of long term impact of colonization on Native communities. Participants in the session will learn how we can apply lessons of colonialism to help increase our understanding of the importance of diversity and respect in our modern world.

**Dores Cruz** joined the Department of Anthropology at the University of Denver in 2009. Although she is a professional archaeologist, her cross-disciplinary interests and research are within historical anthropology, including the close links between the more traditional fields of ethnography, archaeology and museum studies. Dr. Cruz is particularly interested in researching landscape anthropology, social construction of memory, and issues of comparative colonialisms, particularly how material culture participates in the construction and representation of colonial ideologies.

**Queer...That...Performance...A Queer, Affective, Intervention in the Classroom**

**Kathryn Hobson, MA**  
*Third Year Doctoral Student, Graduate Teaching Instructor Communications Studies Department*

**Location:** Sturm Hall, Room 410

From an intersectional perspective that accounts for race, class, gender, ability, size, as well as sexuality, this workshop asks participants to engage in group performance exercises, exploring conversations around sexual identities in the classroom. Through these performances we will challenge privileging rituals that we often take for granted as “normal” by “queering” them. We will debrief these performances and leave with tools to build a/effective alliances between teachers and students.

**Kathryn Hobson, MA** is a third year doctoral student in the Communication Studies Department. Her areas of focus are culture and communication, rhetoric, performance, and the intersections of race, class, gender, and sexuality in terms of identity and culture. She is also a Graduate Teaching Instructor for the Communication Studies program, teaching Intercultural Communication, Communication through Literature, which is a performance-based speech class, and Communication and Pop Culture. She has performed at the Performance West Fringe Festival in Los Angeles, CA, as well as the National Communication Association Convention, in New Orleans, LA, around issues of alliance-building between women of color and white women in academia. She appreciates the critical and aesthetic aspects that performance can bring to conversations of privilege and marginalization.

**Race Matters: Implementing Racial Identity Development Theories into the Classroom**

**Saran Stewart**  
*PhD Student, Morgridge College of Education*

**Evette Allen**  
*Clorinda “Star” Lucero*  
*Masters Student, Morgridge College of Education*

**Bryan Hubain**  
*PhD Student, Morgridge College of Education*

**Cerise Hunt**  
*PhD Student, Morgridge College of Education*

**Location:** Sturm Hall, Room 334

As institutions are becoming increasingly diverse, teaching diverse issues to diverse learners is critically important to the success and socialization of students of color. Many faculty members teach in the ways they are taught, which likely resembles a White status...
quo. In this vein, it is assumed that what works for White students works for all students (Hawley & Nieto, 2010). Yet, it has been proven that students who engage in curriculum which resemble their racial background are more likely to exhibit higher levels of entitlement, ownership, and confidence in the classroom (Ocha & Pineda, 2008). This workshop will examine five salient racial identity development theories as a means to integrate these theories into the classroom to promote student development and socialization. By coupling inclusive pedagogy (Tuitt, 2003) and social justice education pedagogy (Adams, 2010), we actively transform theory into praxis by engaging the participants in the co-construction of knowledge.

Hailing from the shores of Kingston, Jamaica, Sarah Stewart is currently a second year doctoral student in the Higher Education program with a concentration in Diversity and Higher Learning and a specialization in International Education Development. Her doctoral research will examine the social history of education in Jamaica using postcolonial theories in an effort to reveal the negative externalities of the education system and provide a transformative framework to galvanize change.

Evette Allen is from Arkadelphia, Arkansas. She is currently a second year doctoral student in the Higher Education Program here at the University of Denver. Her area of emphasis is Diversity and Higher Learning with specific researcher interests in first year students, Black/African American students in higher education, and social justice initiatives.

Bryan Hubain, originally from St. Lucia is a second year doctoral student in the Higher Education program at the Morgridge College of Education. His research interests focus on the intersectionality of race, sexual orientation and nationality of student athletes in the United States.

Cerise Hunt is a second year doctoral student in the Higher Education program at the Morgridge College of Education. Hunts research interests revolve around the examination of persistence factors for students of color in schools of public health.

Clorinda "Star" Lucero is a second year masters student in the Higher Education program at the Morgridge College of Education. As a current Inclusive Excellence Fellow in the Daniels College of Business, Star is committed to access and equity for students of color in higher education institutions. She will be graduating June 2012.

Serving Those Who Have Served: Student Veterans

Suje Kim
Masters Candidate, Morgridge College of Education
Inclusive Excellence Fellow, CME

Jim Moran
Faculty
Graduate School of Social Work

Location: Sturm Hall, Room 435

Veterans will be returning to civilian life in large numbers over the next 2-5 years. Because of the down economy and the funding available through the Post-9/11 GI Bill, many of these veterans will be looking towards Higher Education as a way of fulfilling their goals. This workshop will discuss the ways that the University of Denver, and institutions around the country are serving and preparing to serve this unique population of students.

Suje Kim is currently an Inclusive Excellence Graduate Fellow and is pursuing a Master’s in Higher Education with a focus in College Student Development at DU’s Morgridge College of Education. Previously, she earned her B.A. in English from the Ohio State University.

STEM for Minority Students

Glenn R. Hanley, PhD
Program Director, Colorado Association of Black Professional Engineers and Scientists

Location: Sturm Hall, Room 380

The Colorado Association of Black Professional Engineers and Scientists for over 31 years has been recruiting, mentoring, encouraging and tutoring African American and other minority students into STEM collegiate and professional related careers. Over 3,000 students have gone through the program with 98% entering college and 68% majoring in engineering. This workshop will share some of the educational programs used to introduce minority students to the STEM career options. We will talk about the support programs used to help the students acquire the skills needed in math, English, college entrance exams, and financial aid to enter and complete a collegiate institution. Part of the discussion will focus on the need for partnerships with collegiate institutions as well as corporations.

Glen Hanley - PhD from the University of Northern Colorado in College Student Personnel Administration, Certificate in Community College Leadership from the University of Texas at Austin Community College Leadership Program. Program Director, CABPES, Dean of Physical Education and Athletics De Anza College, Dean of Instruction and Dean of Student Services at Mission College, Director of the Transfer Center at Bakersfield College, Associate Director of Financial Aid at Metropolitan State College, Adjunct faculty at De Anza College and Metropolitan State College, faculty at Colorado Women's College.
The Myth of the Model Minority: Compliment or Racism?

Abrehet Gebremedhin  Craig Hirokawa  Vanessa Teck

Location: Sturm Hall, Room 333

Since 1966, the term "model minority" has been given to the Asian-American community because this community has been deemed "exemplary" in relation to other minority races. While on the surface this term may appear positive, it actually has deeper implications for not only Asian Americans, but also for broader race relations in general. This workshop focuses on providing an understanding of both the positive and negative connotations of the model minority myth and the implications that it has for interracial relations. Through the examination of how Asian Americans are portrayed in the media and conversations about how these stereotypes affect both inter and intra group relations, participants will gain an understanding of how the model minority myth has real-world implications and sustains systems of oppression.

Abrehet Gebremedhin is an undergraduate at the University of Denver, majoring in International Studies and Spanish and minoring in Issues in Education in order to develop locally sustainable educational models in the developing world. Abrehet is a member of the Black Student Alliance, the University Honors Program, and Undergraduate Student Government’s Diversity Committee. She currently works at the Center for Multicultural Excellence as the African American Services Assistant. She is invested in dismantling the current institutional systems of oppression by fostering education. As an African-American with immigrant parents, and an ally to the Asian-American community, Abrehet is honored to research and present the idea of the Model Minority and its implications for all communities at large.

Craig Hirokawa is an undergraduate at the University of Denver with majors in Political Science and International Studies and a minor in Japanese. He is involved with organizations such as the Asian Student Alliance, the University Honors Program, and the Colorado APIA Student Union. Craig is dedicated to understanding systems of privilege and oppression and challenging the norms that guide our society. For Craig, issues of social justice offer many interesting fields of study. As an Asian-American, his passion for discrediting the model minority is a result of his past experiences within the Asian-American communities.

Vanessa Teck is an undergraduate at the University of Denver with majors in Intercultural Communications and Digital Media Studies. Her involvement in numerous organizations, such as the Pioneer Leadership Program, Honors Program, Excelling Leaders Institute, Asian Student Alliance, Emerging Leaders Program, and serving on the Executive Board of the Midwest Asian-American Students Union, have allowed her to work towards creating more inclusive climates. She is dedicated to progressive social change and takes an interest in global systemic inequalities, while actively working towards altering these systems. As an Asian-American, her passion for debunking the model minority stems from her past experiences and her interest in promoting diversity.

Understanding Latino Student Diversity at the University of Denver: The Path to Inclusion

Dr. Jose J. Valdes

Affiliate Faculty, Colorado Christian University

Location: Sturm Hall, Room 376

The session will introduce research literature related to factors that influence the Latino student population in higher education. The research literature provides the theoretical framework from which to explore the diversity of characteristics, experiences, and perceptions germane to Latino students at DU. It is through an understanding of the diversity amongst the Latino students attending DU that an inclusive campus climate may be constructed and sustained.

Why Don’t My Students Understand My Directions? Why Don’t I Receive From Them What I Expect?

Jimmie Smith, MEd

Director, Learning Effectiveness Program, DU Student Life

Location: Sturm Hall, Room 412

Are you frustrated because your students do not seem to understand your expectations or they are not following your directions? In this workshop we will explore the many difference ways that students process information and how we can be sure that our delivery of information is meeting the needs of all learning needs. We will explore strategies and techniques to use in our delivery as well in engaging students in the learning process in ways that allow them to use their strengths.

Jimmie Smith has worked education - his career of choice - for 35 years and working with students with learning differences is his passion. Smith currently enjoys his position as director of the Learning Effectiveness Program at DU, as well as the opportunity to provide trainings on Universal Design for Learning on campus, in the community, and at conferences.
“Inclusive Action”

The Diversity Summit on Inclusive Excellence partners with TEDxSalon to showcase the community members of the University of Denver and how they approach inclusive actions.

Locations:  
- Craig Hall - Boettcher Foundation Community Room  
- Fritz Knoebel School for Hospitality Management - Tuscan Ballroom  
- Various Classrooms

TEDxDU Salons are shorter, more intimate TEDx events where attendees can engage speakers and each other in conversation on issues and ideas. In this TEDxDU Salon curated specifically for DU’s 11th Annual Diversity Summit on Inclusive Excellence, speakers from the DU community will share their experience and action to create a world where differences are welcomed and celebrated.

TEDxDU Salon Speakers

**Gregory Anderson** is the Dean of the Morgridge College of Education at the University of Denver and a tenured Associate Professor in Education. Before coming to DU in 2009, Dr. Anderson was an Associate Professor at Columbia University’s Teachers College, Program in Higher and Postsecondary Education. In 2006, Anderson was granted an extended leave from Teachers College to become the higher education policy program officer for the Ford Foundation in New York. He was responsible for overseeing one of the largest portfolios at the Foundation featuring both international and domestic higher education grants. Anderson also sat on executive committees of multi-foundation partnerships and foundation-wide initiatives involving the United States, Africa, Central and Latin America, and Asia. In 2008, he was appointed by the Vice-President of the Foundation’s Knowledge, Creativity and Freedom Program Division to lead a strategic planning team responsible for developing a new vision for the US and international higher education programming. Anderson earned a PhD in sociology from the Graduate Center at the City University of New York and is currently a member of the editorial board for the *Review of Higher Education*.

**Claudia Hernandez-Ponce** is an Admissions Counselor at the University of Denver. Originally from Ciudad Juarez, Chihuahua, Mexico, she attended Denver North High School and went on to receive her Bachelor’s Degree in Chicano Studies from Metro State in 2006. Her educational and professional experiences have allowed her the opportunity to guide families and students through the college admission and financial aid process. For the past few years she has worked as a Community Relations Manager with College Invest, a division of the Colorado Department of Higher Education, in guiding families and students of all backgrounds through the college financial aid process. She has also had an opportunity to work as a Middle School Transitions Liaison with the Denver Public Schools, where she has had the opportunity to expand my horizons and work with homeless youth in the district providing enrollment/academic resources to students, and serve them as a peer counselor.

The host for the afternoon is **Lynn Gangone**, Dean of The Women’s College and passionate advocate for gender equality.

More information about TED and TEDxDU can be found at [www.tedxdu.com](http://www.tedxdu.com).

This event is independently organized under license from TED.
1:45–2:45 PM  **CONCURRENT WORKSHOPS**

42.7% of All Statistics Are Made up on the Spot, Including this Title: Learn to Accurately Interpret Statistics in the Media and Challenge the Assumptions They Portray

Rachel Lynn Miller, BA  Charlene Collibee, MA  Hannah Bianco, MA

*Doctoral Candidates, Child Clinical Psychology*

**Location:** Sturm Hall, Room 324

The aim of this workshop is to provide individuals with a foundation for interpreting statistical references in the media that may, if misinterpreted, have a negative impact by increasing societal stigma against certain groups. We aim to give workshop-goers the tools to interpret these references in order to critically examine the use of statistics in popular media articles. This presentation will provide individuals with a valuable tool to critically dissect the statistical information they receive from the news through the presentation of general concepts of statistics, and a careful evaluation of their interpretation. This will be followed by a group project where workshop-goers will critically evaluate a popular media article, and discuss their findings with the group.

**Rachel Lynn Miller** has been a Graduate Student in the Child Clinical Psychology PhD program at the University of Denver since 2011. Research Interests: Adolescent and young adult romantic relationships, infidelity, birth control use in adolescent and young adult romantic relationships. Providing models for healthy adolescent and young-adult romantic relationships. BA in Education from Carleton College in 2001, Romance Languages. MA in Psychology from the University of Colorado at Denver in 2010.

**Charlene Collibee** has been a graduate student in the Child Clinical PhD program at the University of Denver since 2010. She graduated Summa Cum Laude from the University of Connecticut with a major in psychology. Her Master’s project focused on the impact of sexual victimization on subsequent romantic experiences.

**Hannah Bianco,** a graduate student in the Psychology Department, is in the third year of the Child Clinical PhD program at the University of Denver. Hannah received her BA from University of Oregon and her MA in psychology from University of Denver. Her main research interests include parent-child interactions within the context of high-risk, low-income families and the influence of diverse cultural backgrounds on family processes.

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**Addressing Structural Injustice: Racial Profiling and Police Brutality in Denver**

**Jenny Whitcher, PhD**

*National Council of the American Commonwealth Partnership*

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<td>Ian Parker</td>
<td>Savanna Uland</td>
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<td>Music Performance</td>
<td>International Business Major</td>
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**Location:** Sturm Hall, Room 424

Workshop participants will watch *I Used to Want to Be a Cop...* a documentary video short about racial profiling and police brutality in Denver, created by DU students in the Denver Urban Issues & Policy class - a community-based, inclusive, and democratic classroom community. The video is now part of the Colorado Progressive Coalition's joint call with the ACLU for a federal investigation into Denver's loss of institutional control of its law enforcement system. Following the video screening, students and the faculty instructor will lead a dialogue based on the interests of workshop participants. Discussion topics could include: creating an inclusive classroom community; democratic and popular education techniques for inclusive excellence; public partnerships that support learning and effectively address critical community issues; the "new Jim Crow" in Denver; and power, race, gender, and sexual identity.

**Jenny Whitcher** was the faculty instructor for the Winter 2012 Denver Urban Issues and Policy course. She is a leader in civic and democratic development and currently sits on the National Council of the American Commonwealth Project, an alliance of higher education, P-12 schools, educational associations, the Department of Education, and the White House aimed at promoting civic education, mission, and identity throughout all education within the United States.

Junior **Xuanzhi (Tokila) Bai** is a Marketing major from Shenzhen, Guangdong, China; first year **Nicole Boerema** is a Biological Sciences major from Denver, Colorado. Junior **Cassidy Boone** is a Performance major from Paonia, Colorado; first year **Claire Bowman** is a Public Policy major from Hailey, Idaho. First year **Fatima Gul** is currently undeclared from Afghanistan; second year
Raymundo Lerma is a Molecular Biology major from Brighton, Colorado; second year Jeffrey Mariano is a Communications Studies major from Honolulu, Hawaii; senior Edward (Ted) Maritz is a Marking major from St. Louis, Missouri; first year Ian Parker is a Music major from Frisco, Colorado; and first year Savanna Uland is an International Business major from Westminster, Colorado.

Affirmative Action: Beyond Race

Samm Tang and Yvette Lerma
Master's Students, Morgridge College of Education

Location: Sturm Hall, Room 287

This engaging session offers a brief overview of the historical and contemporary role of affirmative action in US higher education, engaging in a critical examination of the contemporary evolution of affirmative action to include admissions preferences based on gender, socio-economic status, and sexuality. Utilizing Bourdieu’s concepts of capital, an examination of recent proposed policy changes in admissions criteria that preference identities other than race are discussed.

Yvette Lerma is from the small border town of Nogales, Arizona. Yvette held several LGBTQA-related leadership positions at Pennsylvania State University-University Park, where she earned her BS in Sociology.

Samm Tang is a first year master’s student at DU studying higher education with an emphasis in diversity and higher learning. Her undergraduate experience at the University of California, Los Angeles led to her passion in student affairs. She hopes to one day implement or further the development of a program that assists students from disadvantaged backgrounds enroll in, persist through, and complete a degree or certificate from a postsecondary institution.

Creating Inclusive Classrooms: Strategies for Faculty

Chris Linder, PhD
Clinical Assistant Professor, Morgridge College of Education

Location: Sturm Hall, Room 234

Campus climate data indicate students of color, GLBT students, students with disabilities, and students from working class backgrounds often experience discrimination, tokenization, and isolation in classrooms. While most people do not intend to marginalize students, a lack of understanding of the dynamics of power and privilege related to social identities can lead to unintentional alienation and isolation. Students indicate a desire for faculty to intervene in potentially hostile situations. In this workshop, we will explore challenges facing students from under-represented groups on college campuses, ways instructors’ identities influence classroom climates, and strategies for building inclusive classroom climates. As a result of this session, participants will engage with each other to enhance their strategies for challenging toxic students and providing a foundation for inclusive learning communities.

Chris Linder is a Clinical Assistant Professor in the Higher Education Program at DU where she teaches classes focused on social justice in higher education and student affairs. She has eight years’ experience teaching undergraduate and graduate classes in Higher Education, Women’s Studies, and Ethnic Studies. Using a transformative research paradigm, Chris’s research agenda explores the dynamics of power and privilege in higher education settings, including students’ social identity development and the nature of inclusive classroom environments. Chris has presented papers, provided consultation, and facilitated workshops and trainings at the local, regional, and national level for the past ten years.

Cultivating the Hidden Roots: Reclaiming African American Women’s History at the University of Denver

Stephanie Krusemark, PhD
Adjunct Faculty, Morgridge College of Education and Women and Gender Studies Programs

Location: Sturm Hall, Room 376

Do you know who the first African American woman to graduate from the University of Denver was? If your guess is Dr. Condoleezza Rice, you need to come to this workshop! Come learn about an inclusively designed course that was offered last fall through the GWST program to reclaim African American women’s history at DU. An overview of the course (design, readings, activities) and Dr. Krusemark’s continuing research on the first African American woman who graduated DU will be shared.

Dr. Stephanie Krusemark is an interdisciplinary and intersectional practitioner-scholar whose work is centered in the tenets of inclusive excellence. She current serves as the Executive Assistant to the Associate Provost for Inclusive Excellence at DU’s Center for Multicultural Excellence. Dr. Krusemark also serves as an adjunct faculty member for the Higher Education program in the
Examining the Elite Power Dynamic: Race and Equity Implications of the Colorado State Legislative Process

Chayla Haynes, Saran Stewart, Bryan Hubain, Cerise Hunt, Evette Allen
PhD Students, Morgridge College of Education
Clorinda "Star" Lucero
Masters Student, Morgridge College of Education

Location: Sturm Hall, Room 234

Public policy is determined by the upper echelons of society and is best understood by the values and preferences of the governing elite. As a result decisions are drawn disproportionately from the upper socioeconomic strata of society, which often excludes the integration of race and equity in the legislative process. Towards that end, this workshop explores how race influences the construction and implementation of post-secondary education policy in the Colorado state legislative system. The workshop presenters assumed the role of qualitative researchers and not only observed the process; but participated as a means of promoting meaningful change. This discussion-based workshop engages participants in an examination of race and equity implications of the Colorado state legislative process and an evaluation of current post-secondary public policy.

Chayla Haynes is a second year doctoral student in Higher Education at DU, with concentration in Diversity and Higher Learning. Haynes' research interest centers around the examination of teaching strategies that promote equitable educational outcomes for racially minoritized students.

Saran Stewart is a second year doctoral student in Higher Education, specializing in Diversity and Higher Learning. Stewart's research interest examines the social history of education in Jamaica using post-colonial theories in an effort to reveal the negative externalities of the education system and provide a transformative framework to galvanize change.

Bryan Hubain, originally from St. Lucia, is a second year doctoral student in the Higher Education program at the Morgridge College of Education. His research interests focus on the intersectionality of race, sexual orientation and nationality of student athletes in the United States.

Cerise Hunt is a second year doctoral student in the Higher Education program at the Morgridge College of Education. Hunts research interests revolve around the examination of persistence factors for students of color in schools of public health.

Evette Allen is a second year doctoral student in Higher Education, specializing in Diversity and Higher Learning. Allen's research interest revolve around first year students, Black/African-American students in higher education, and social justice initiatives.

Clorinda "Star" Lucero is a second year masters student in the Higher Education program at the Morgridge College of Education. As a current Inclusive Excellence Fellow in the Daniels College of Business, Star is committed to access and equity for students of color in higher education institutions. She will be graduating June 2012.

From the Margins: Biracial Women Speak

Alisha Marie Elliott
Inclusive Excellence Fellow
Morgridge College of Education
Inclusive Excellence Fellow, The Women's College

Jessica Harris
Doctoral Student in Diversity and Higher Learning
Morgridge College of Education
Graduate Research Assistant
Center for Multicultural Excellence

Krishna Pattisapu
Doctoral Student and
Graduate Teaching Instructor
Department of Communication Studies

Stefanie Ungphakorn Cowan
Administrative Assistant
Center for Multicultural Excellence
Graduate Student, Diversity and Higher Learning
Morgridge College of Education

Location: Sturm Hall, Room 435

Four self-identified biracial women reflect on their shared and disparate experiences with negotiating dual, intertwined racial identities. The panelists share their personal narratives in order to challenge dominant myths and misconceptions about biraciality. Additionally, the panelists consider how their intersecting racial and gender identities have shaped their experiences in academia and beyond. Attendees of various racial and gender identifications are welcome. This session will conclude with a brief question-and-answer period as well as opportunities for attendees to contribute to discussion.
Alisha Elliott is the Inclusive Excellence (IE) Fellow at the Women’s College of the University of Denver. As IE Fellow, Alisha assists in developing and implementing a comprehensive plan with an infrastructure designed for IE initiatives. Specifically in creating strategies to increase student, staff and faculty engagement within the scope of IE work. Currently, Alisha is pursuing her Master of the Arts in Higher Education, concentration on Diversity and Higher Learning, at Morgridge College of Education at the University of Denver.

Krishna Pattisapu is a doctoral student and graduate teaching instructor in the Department of Communication Studies with a concentration in Culture and Communication. Her teaching and research interests include critical communication pedagogy, performance studies, critical race studies, and queer theory. Krishna has taught courses in communication and literature, public speaking, and intercultural communication. She currently serves on the Board of Directors for the Colorado Anti-Violence Program.

Stefanie Ungphakorn Cowan is a native of Denver, Colorado, where she graduated from Denver North High School and earned her BS in Biology from Regis University. Stefanie is currently pursuing a Master’s in Higher Education with an emphasis in Leadership and Organizational Change. Before arriving at DU, Stefanie worked for Regis University and has extensive knowledge about serving students with disabilities. In addition to her work at Regis, Stefanie was very active in various multicultural groups on campus including Faculty and Staff of Color, Allies in Action, and Disability and Diversity Awareness committees. She also has a passion for LGBTQIA issues and in the spring of 2010 helped to coordinate Westboro Baptist Church counter-protests at Denver area high schools and Jewish centers.

Jessica Harris is a doctoral student in the Higher Education Program-Morgridge College of Education at the University of Denver. She earned her MEd from The Pennsylvania State University and a BA in Critical Theory and Social Justice from Occidental College. Jessica is committed to fostering inclusivity within and between communities so that all members feel they are part of a safe, encouraging learning and working environment.

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**Ideas for Improving Inclusive Excellence (IE) in Your Environment: Examples from the University of Denver Psychology Department**

Jane Marie Sundermann, MA  Emma Espel, MA  Beatriz “Tish” MacDonald Wer, MA  Jessica Technow

**PhD Students, Child Clinical Psychology Program**

**Location:** Sturm Hall, Room 410

By discussing how the Department of Psychology has moved towards prioritizing Inclusive Excellence (IE), this workshop will seek to demonstrate a working model for increasing IE within departments and environments (e.g., work groups, social groups). The first step involves defining IE within one’s own department to meet specific needs. Next steps include measuring current levels of departmental IE and brainstorming methods for moving forward with this goal. Finally, this workshop will discuss potential ways to implement IE in specific departmental functions, including student-led initiatives, research, and teaching. Through fostering interactive discussion of these issues, the workshop will assist individuals in creating inclusive environments within their respective departments and organizations.

Jane Marie Sundermann is currently a graduate student in DU’s Child Clinical Psychology doctoral program. Her current research interests include the social and cognitive effects of interpersonal trauma (e.g., abuse, neglect) on children and adolescents. She works with Dr. Anne DePrince within the Traumatic Stress Studies (TSS) research group. Her commitment to cross-cultural learning and service is most evident in my ongoing involvement with the Department of Psychology’s Diversity Committee and Multicultural Reading Group (MCRG). Sudermann led a workshop for this Summit last year, thoroughly enjoyed the experience, and look forward to sharing my ideas with the DU community again this year. She is committed to building stable support systems that will allow future generations of students at DU to be leaders in promoting and honoring diverse perspectives.

Emma Espel is a Developmental Psychology student working with Dr. Julia Dmitrieva in the Social Context and Development Lab. Her primary focus is on the social context of adolescent development, particularly considering family peer relationships. She is also very interested in considering cultural issues in daily conversations and behaviors and hopes to incorporate cultural sensitivity into future research.

Tish MacDonald Wer was born and raised in Guatemala and came to the United States in 2002 for college. She is a graduate student at the University of Denver in the Child Clinical Psychology Program. Her area of research is neurodevelopmental disabilities. Previous experience focused on working with underserved communities in Boston, including working with leaders from community-based organizations from Sudan, Ethiopia, Haiti and many other countries and witnessing the diverse needs of each community. As a Latina researcher and clinician, she encourages communication about multicultural issues.

Jessica Technow is a Clinical Child Psychology graduate student working with Dr. Ben Hankin in the Gene, Environment, and Mood Lab. Her primary research focus concerns the developmental trajectories of depression across the lifespan, and how they are set up in adolescence. In the future she hopes to incorporate multicultural perspectives into my research. Additionally, she is very interested in working to foster a sense of inclusive excellence in the psychology department and on campus.
Innovative Community Organizing Strategies to Develop Inclusive, Socially Just Communities

Ryan J Hanschen  
Program Coordinator  
Center for Community Engagement and Service Learning

Location: Sturm Hall, Room 333

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 DU’s Center for Community Engagement and Service Learning (CCESL) that can build skills and provide opportunities to take action to address community needs.

Ryan Hanschen manages several programs for DU Center for Community Engagement and Service Learning (CCESL) as Program Coordinator. He develops student service opportunities, DU Compact Service Corps AmeriCorps Team, and the Puksta Scholars program, a four-year developmental program focused on community-based social justice work. A DU alumnus, Ryan served two terms as an AmeriCorps VISTA member, establishing and supporting PeaceJam service learning programming in elementary schools. He has also served as Colorado Area Coordinator for Amnesty International. As PeaceJam Foundation’s Program and Development Coordinator from 2007-2012, Ryan managed PeaceJam’s nation-wide AmeriCorps VISTA program and the development and implementation of professional trainings and civic engagement and service learning programs for youth, educators and staff.

Cara DiEnno, as Associate Director for DU’s Center for Community Engagement and Service Learning (CCESL), supports faculty in their use of service learning and assists in managing the Public Good Fund, which provides grants and fellowships to DU faculty conducting community-engaged scholarship. Cara also manages CCESL’s various student programs, including Public Achievement, which partners DU students who serve as coaches with Denver middle and high schools. In 2009, Cara completed her dissertation,“A Case Study of Social Capital and Collaboration as a Communication Process in an Urban Community-Based Ecological Restoration Project,” to earn her PhD in Environmental Communication from the Human Dimensions of Natural Resources Department at Colorado State University (CSU). She earned her MS from CSU as well and also holds a BS in Environmental Studies and Biomedical Sciences from Western Michigan University. Cara’s work is grounded in her own commitment to social justice and engagement. In 2007, she was the recipient of a Fort Collins Community Civility Award for service to the CSU campus and Fort Collins community.

IPv6: The Internet’s New Chassis for Global Online Inclusion

Carl Gibbons  
Network Security Engineer, University Technology Services

Location: Sturm Hall, Room 380

Yesterday’s Internet protocol, called IPv4, has "run out of room" (IP addresses), but IPv6 is capable of connecting literally "trillions of trillions of trillions" of devices to the Internet. This workshop advocates the transition to IPv6 as a substructure for global online inclusiveness, showcases extant IPv6 capable technologies, and discusses DU's efforts to participate in IPv6 as an institution.

Carl Gibbons coded medical and business applications in the software industry after earning degrees in mathematics (BS at BYU, MS at DU). Later he returned to DU as a Unix systems administrator. A GIAC.org Gold-level Certified Intrusion Analyst, he currently fills a network security engineer position in DU's University Technology Services, and he also lectures part-time as a member of The Women's College's community faculty.

Miss Representation

Theresa Hernandez  
Assistant Director, Penrose Library and Chair, University Women's Coalition

Location: Sturm Hall, Room 254

In a society where media is the most persuasive force shaping cultural norms, the collective message that women and men overwhelmingly receive is that a woman’s value and power lie in her youth, beauty, and sexuality, and not in her capacity as a leader. This workshop will discuss Miss Representation, a movie that examines how the media’s misrepresentations of women has led to
unrealistic expectations that are having serious impacts on women. We will be asking the Women’s Leadership for representation along with professors from The Women’s College and Gender and Women’s Studies to participate in the panel.

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**Pioneering Youth Inclusiveness: How Can Schools Lower the Barriers of Adultism in Education?**

**Roshan Bliss**

*Graduate Student, Conflict Resolution Institute, Korbel School of International Studies*

**Location:** Sturm Hall, Room 335

This workshop proposes that adultism — behaviors and attitudes based on the assumption that adults are better than young people, and entitled to act upon young people without their agreement — is a dynamic that prevents us from achieving true inclusive excellence. Deeply entrenched in our society and our education system, adultism creates powerful barriers to the inclusion of young people by limiting their access to meaningful decision-making and control in adult-defined and -dominated institutions — even those in which youth are ostensibly the focus. This workshop is designed to highlight barriers that exist for young people’s participation and inclusion in society and education and to instigate thought and conversation about what youth inclusiveness at every level could do for the advancement of inclusive excellence. It will highlight the reality that youth inclusiveness has an inherent ability to drive innovation, and that if we DU something to promote young people’s participation in defining educational institutions, the institutions can at once advance their own goals and empower young people to become full participants in society.

**Roshan Bliss** is currently a graduate student in the Conflict Resolution program at Korbel School of International Studies at the University of Denver. He has been a diversity trainer and facilitator education for 5 years.

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**The Quiet Voice of Oppression: Microaggressions in Daily Life**

**Emma Peterson, MA**

*Doctoral Candidate, Child Clinical Psychology*

**Location:** Sturm Hall, Room 311

This workshop will define the various types of microaggressions (i.e., verbal, behavioral, institutional, and environmental) and provide examples to illustrate their pervasive nature, how they have become the quiet voice of oppression. The workshop will also cover societal level biases related to race, gender, sexual orientation, and socio-economic status and how these biases lead to both conscious and unconscious microaggressions. This workshop will also consider the consequences of microaggressions at both an individual and societal level. Further, we will discuss how we can work to raise our own awareness as well as the awareness of our peers and colleagues to reduce the presence of microaggressions.

**Emma Peterson,** a graduate student in the Psychology Department, is in the third year of the Clinical Child Ph.D. program. Emma received her B.A. from Vassar College with a major in psychology and conducted research at Judge Baker Children’s Center at Harvard Medical School before attending the University of Denver. Her research focuses on understanding therapeutic factors that contribute to successful treatment outcomes.

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**Transgender Inclusiveness 101**

**Carl Charles**

*J.D. Candidate, Sturm College of Law*

**Location:** Sturm Hall, Room 334

Transgender 101 will cover basic information about understanding, respecting, and being inclusive of the diverse experiences, and identities of transgender people. The workshop will cover terminology, a personal story, facts addressing common questions and misinformation about transgender people, and a short group discussion. Participants will be encouraged to reflect on what they have learned and share how that can incorporate their knowledge into their own lives and communities.

**Carl Charles** was raised in a military, evangelical family in Colorado Springs, Colorado. He received his undergraduate degree in Secondary Education from the University of Northern Colorado. He taught in secondary schools in the Denver Metro area for three years before entering the University of Denver, Sturm College of Law where he is a second year law student. Carl came out as transgender after his first semester of law school and was happy to have many peers, professors and administrators express their support. After receiving his JD and successfully passing the bar, Carl hopes to open a law practice to address the unmet legal needs of people who are poor, LGBT, people of color, immigrants, and those charged with crimes.
Why Don't My Employees Understand What I Need Them To Do? What Is the Problem?

Jimmie Smith, MEd
Director, Learning Effectiveness Program, DU Student Life

Location: Sturm Hall, Room 412

Do you wonder why your employees do not interpret your expectations in the way that you intended? Are you frustrated because it seems they "don't get it"? In this workshop we will become aware of the many learning differences of individuals and how we as supervisors can better deliver information and give instructors to meet these needs. We will learn strategies and techniques to use in our delivery and we will also look at how to engage staff in ways that allow them to use their strengths.

Jimmie Smith has worked education - his career of choice - for 35 years and working with students with learning differences is his passion. Smith currently enjoys his position as director of the Learning Effectiveness Program at DU, as well as the opportunity to provide trainings on Universal Design for Learning on campus, in the community, and at conferences.

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1:45–2:45 PM  INCLUSIVE EXCELLENCE AT THE UNIVERSITY OF DENVER

“The Status of Inclusive Excellence and Equity Work on Campus”

Dr. Frank Tuit

Associate Provost for Inclusive Excellence, University of Denver

Location: Davis Auditorium

3:00–4:30 PM  ACTION ROUND TABLE DISCUSSIONS

“Generating Priorities for 2012–2013”

Administrators
Dr. Frank Tuit
Location To Be Announced

Faculty
Dr. Tom Romero
Driscoll Student Center
Room 1864

Staff
Johanna Leyba
Driscoll Student Center
Room 1880

Undergraduate Students
Yvette Lerma, Sujie Kim
Sturm Hall, Lindsay Auditorium

Graduate Students
Evette Allen & Jessica Harris
Craig Hall, Boettcher Community Room
Chocolate Fountain

Networking Event

Don’t forget your business cards!

Fritz Knoebel School of Hospitality and Management
Tuscan Ballroom