

**Office of the Associate Provost for Inclusive Excellence
University of Denver**

**End of Year Report
2014-2015**



UNIVERSITY *of*
DENVER

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Office of the Associate Provost for Inclusive Excellence

Executive Summary

During the 2014-2015 year the Office of the Associate Provost for Inclusive Excellence (OAPIE) and the Center for Multicultural Excellence (CME) continued to build upon the success of the previous year's efforts to expand its reach across the University and the local community. Under my leadership and support, this unit continues to work intentionally towards the realization of the Inclusive Excellence Strategic Plan, and the university wide commitment to Inclusive Excellence and diversity. Some of our accomplishments include but are not limited to:

IRISE

This year, IRISE continued to be a highly successful initiative, linking together faculty and students across departments and disciplines while strengthening the ability of DU researchers to engage effectively and meaningfully on issues of equity and inequality. In May 2015, the Renew DU Committee unanimously recommended to move IRISE from pilot phase into a permanently supported University initiative. IRISE accomplishments for the year include the following:

- **Postdoctoral Fellowship Program** supported three fellows who engaged in research, teaching and publishing, with four courses taught or planned, 15 article submissions, and over \$3 million in submitted grant applications. Fellows also contributed to a positive Inclusive Excellence (IE) campus climate by leading campus workshops and serving as mentors and advisors for other DU students of color.
- **The Roger Salters Institute (RSI)** works to engage doctoral students from historically marginalized populations to pursue faculty and administrative positions in academia. RSI includes a Writing Institute that attracted 28 applicants; a Workshop Series and FLEX Writing Workshops throughout the year; and the RSI Writing Retreat that provided the space for students to dedicate two days to writing. The Institute plans to expand in the next academic year to include master's-level graduate students.
- **LIGHT YOUR F.I.R.E: Fostering Interdisciplinary Research for (In) Equality** program was an interdisciplinary conversation and opportunity for graduate students to network and explore research topics related to inequality, and learn from a panel of students and faculty about their research.
- **Pioneer Pathways Program (P3):** P3 continued to provide support to interested incoming historically underrepresented students as they transition into the DU Pioneer community. Utilizing a cohort model, P3 offers students structured orientations, workshops, and other support activities designed to assist them in persisting and succeeding at DU. This year P3 welcomed 13 students, with 11 planning to continue in 2015-16. In 2015 P3 will welcome 25 new students, and will graduate its first cohort in 2016.
- **IRISE Faculty and Student Research/Creative Works Grants** aim to facilitate interdisciplinary research, scholarship, and creative works that seek to deepen our understanding of inequalities (including but not limited to race, ethnicity, class, sexual orientation) that impact the quality of life for historically marginalized communities and/or to promote equality in historically underrepresented communities. IRISE received 11 faculty proposals for support and funded three; and received 11 graduate proposals and funded five; offering a total of \$25,000 in funding for the year.
- **Critical Culture Lecture Series** grew out of the Critical Culture Studies @ DU Task Force and offered lectures designed to provoke conversation at DU about the importance of disciplines like Queer and GLBT Studies, Disability Studies, Race and Ethnic Studies, and other programs that interrogate questions of power and privilege. The campus lectures included **Dr. Daryl Maeda**, Chair of the Ethnic Studies Department, University of Colorado Boulder; **Dr. Amy Villarejo**, Chair and Professor of the Department of Performing and Media Arts at Cornell University; and **Dr. Eduardo Bonilla Silva**, Chair of the Department of Sociology, Duke University, "Now You See It, Now You Don't! Racism in Post-Racial Times."

20TH ANNUAL WOMEN'S CONFERENCE

This conference brought 388 students, staff, faculty, women, and men allies together to reflect, discuss, and engage around the theme of "Inspiring the Power of Possibility: Defining the Meaning of Success and Recognizing Our Value." The event continues to be campus-wide as evidenced by the 22 on-campus sponsors and one community sponsor in TIAA CREF. Attendee evaluations indicated overall positive feedback and positive commentary for both the Welcome Keynote session with Cleo Parker Robinson and the Lunch Keynote speaker Cindy Peña.

14TH ANNUAL DIVERSITY SUMMIT ON INCLUSIVE EXCELLENCE

The 14th annual Diversity Summit on Inclusive Excellence was a huge success with over 500 total participants over the two-day event, including approximately 150 community attendees for the Thursday evening panel discussion. The Summit theme, *50 Years Since Selma: Your Voice Still Matters*, was chosen to align with the national and statewide theme for Martin Luther King, Jr. Day celebrations. The Summit's **lunch keynote speaker** was Michelle Bernard, Chairman and CEO of the Bernard Center for Women, Politics, and Public Policy. This year's Summit provided participants with 19 **workshops** to choose from in addition to a forum held specifically for University administrators. This year's workshop sessions were consistently described as being of high quality and relevance and overall evaluations were extremely positive.

BLACK MALE INITIATIVE SUMMIT (BMIS)

The sixth annual Black Male Initiative Summit (BMIS), sponsored by CME, Daniels College of Business and the Graduate School of Social Work, engaged over 100 black male 8th through 11th graders in discussions surrounding the theme "I am the Master of my Fate: Engage, Empower, Excel: The Power of the Counter Narrative." For the third year the BMIS also offered an adult learner track with workshops, led by Dr. Frank Tuitt, Dr. William Cross, and Dr. Debra Mixon Mitchell, to engage 40 parents, educators, and community members in discussions focused on Black male identity and identity development.

CRITICAL CULTURE STUDIES @ DU TASK FORCE

This interdisciplinary task force, co-chaired by the Assistant Provost of Inclusive Excellence Campus and Research Initiatives and comprised of faculty, students, and staff on campus, explored the possibility of creating a critical cultural studies curriculum at DU. Through intensive examination and review of peer and other institutions, the working group confirmed the viability of creating a race and ethnic studies program at DU and recommended that IRISE work in the coming academic year to begin laying the groundwork for a comprehensive program in race, inequality, and social change

Beyond the above specific accomplishments, the Office of the Associate Provost for Inclusive Excellence continued to engage campus and community partners in the work of IE as a collective and collaborative effort throughout the campus. Overall, I am confident that these accomplishments continue to advance CME and the University in our collective efforts towards successful completion of many of the institutional priorities outlined in the 2011 Inclusive Excellence Strategic Plan.



Frank A. Tuitt
Associate Provost for Inclusive Excellence
University of Denver

ADMINISTRATION

FRANK TUITT, EDD, ASSOCIATE PROVOST FOR INCLUSIVE EXCELLENCE

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

STEFANIE UNGPHAKORN COWAN, MA, OFFICE MANAGER

Stefanie is a native of Denver, Colorado, where she graduated from Denver North High School and earned her BS in Biology from Regis University. Stefanie recently completed a Master's in Higher Education with an emphasis in Leadership and Organizational Change. Her capstone emphasized how predominately white institutions can support biracial college students.

CAMPUS & COMMUNITY PARTNERSHIPS

JOHANNA LEYBA, MA, ASSISTANT PROVOST FOR CAMPUS AND COMMUNITY PARTNERSHIPS

Johanna is a native of Denver, Colorado. She earned a BA in Sociology with an emphasis in ethnic and urban studies from Colorado College in 1994, with a thesis on Identity Formation of Mexican Origin People Living in the United States. In 2002, she earned a Master's degree in Urban and Regional Planning with an emphasis in Community Development from the University of Colorado at Denver.

ADRIENNE MARTINEZ, MSW, ASSISTANT DIRECTOR, STUDENT ACCESS AND SUCCESS PROGRAMS

Adrienne comes to the Center from the DU Office of Alumni Relations, where she was responsible for engaging alumni affinity groups by partnering with volunteer leaders to create meaningful and creative programming for alumni of color. Her work with the DU Latino Alumni Association (DULAA) culminated with the creation of the DULAA Scholarship Endowment, which will provide financial assistance to Latino undergraduate students at DU.

INTERDISCIPLINARY RESEARCH INCUBATOR FOR THE STUDY OF (IN)EQUALITY (IRISE) & COLLEGE ACCESS & PIPELINE PROGRAMS

TOM ROMERO, II, JD, PHD, ASSISTANT PROVOST FOR IE RESEARCH & CURRICULUM INITIATIVES

Dr. Romero is an Associate Professor at the DU Sturm College of Law and an Affiliate Faculty of the Department of History, who joins us for the 2013-14 academic year to oversee the implementation of the IRISE initiative. In his role as Assistant Provost, Tom will be working to make the University of Denver one of the premier institutions in the country for the rigorous study of social and institutional inequality.

ANTHEA JOHNSON ROOEN, MBA, DIRECTOR OF COLLEGE ACCESS AND PIPELINE PROGRAMS

Anthea Johnson Rooen brings over 18 years of experience in diversity, student success, and college access from the University of Colorado at Boulder. Anthea worked as the Associate Director for Student Development, Co-Director for Recruitment and Acting Director for the Multicultural Engineering Program (MEP) at the University of Colorado at Boulder from 2002–2009.

INCLUSION, DIVERSITY, AND EQUITY ALLIANCES (IDEA)

DEBRA MIXON MITCHELL, PHD, DIRECTOR OF DIVERSITY RECRUITING

Dr. Mixon Mitchell performs work focused on the recruitment and hiring of university employees to fully utilize the resources gained from diversity and Inclusive Excellence. She is also teaches courses in the University's Graduate School of Social Work and The Women's College. Her areas of expertise include intercultural communication, organizational communication, clinical supervision and the development and delivery of competency-based and culturally competent pedagogy.

THOMAS WALKER, PHD, DIRECTOR OF EDUCATIONAL PROGRAMS & LGBTIQA SERVICES

Dr. Walker previously served as the Assistant Director of Arizona State University's Intergroup Relations Center, where he coordinated diversity education programs, provided social justice training, and served as a diversity consultant for the ASU and larger community. In his eight years at ASU, he also served as liaison to the LGBTIQ community and Advisor to the LGBTQ Student Coalition.

OFFICE OF INCLUSIVE EXCELLENCE STUDENT SUCCESS AND LEADERSHIP DEVELOPMENT

TRACEY ADAMS-PETERS, MA, DIRECTOR OF STUDENT AND LEADERSHIP DEVELOPMENT

Tracey is a proud native of Denver, Colorado. Tracey is responsible for student success programs and leadership development opportunities for all undergraduate and graduate students on campus, as well as within the state and across the nation. Tracey's work is to underscore the academic, social, leadership and personal development of the students at the University of Denver as it relates to Inclusive Excellence and diversity.

The extensive and essential work completed by OAPIE and CME is guided by the following mission, vision, values, and goals.

Mission

The Center **advances diversity and Inclusive Excellence** in support of the University's vision to be a great private university dedicated to the public good.

Vision

The Center for Multicultural Excellence, in collaboration with University partners, fosters an inclusive environment that welcomes, supports, and celebrates the University of Denver's exceptional students, faculty, and staff.

Values

The Center strives to act from and model the following core values in all aspects of its work: **Collaboration, Equity, Intersectionality, Action** and **Evidence-Based**.

Goals

In alignment with the University of Denver's Inclusive Excellence Strategic Plan and its commitment to the engagement of Inclusive Excellence, the Center works to:

- Increase the presence of **historically underrepresented populations** within all ranks of the University, as well as their retention, success, and sense of belonging.
- Create and sustain a supportive, challenging, welcoming, and inclusive **climate** where all members are respected and their contributions valued.
- Establish organizational structures whereby Inclusive Excellence is **embedded** within the fabric of the learning environment, fostering transformative change.
- Engage all members of the University of Denver community, in collaboration with community partners, in the work of inclusivity and diversity toward service of the **public good**.

Campus and Community Partnerships

For the 2014-2015 academic year, the Campus and Community Partnership area focused its efforts in two key areas: On Campus Partnerships and Off Campus Sponsorships. Staffing for Campus and Community Partnerships consists of:

- 1 Assistant Provost for Campus and Community Partnerships
- 1 Assistant Director for Access and Success (not sure if you want to count it here or in Adrienne's Section)
- 1 IE Fellow for Women's Coalition and Conference
- 1 Graduate Student Employee for Campus and Community Partnerships
- 1 UG Student Coordinator for Diversity Summit
- 2 UG Student Assistant for Diversity Summit

The following descriptions summarize the activities within these two areas.

On Campus Partnerships

INCLUSIVE EXCELLENCE COLLECTIVE

For the 2014-2015 academic year, the Inclusive Excellence (IE) Collective, made up of representatives from over 30 departments on campus and led by CME Staff, began the year working on two projects focused on providing tools for the DU campus to advance IE. Active members broke into two sub-committees to create an IE Score Card and develop an on campus IE related training to provide to DU Employees. The assessment sub-committee adapted the IE score card from a template created by the Division of Campus Life. The goal was to offer the scorecard to various departments to assist them in assessing their efforts related to IE and to identify ways to improve the impact of their efforts. The training focused sub-committee identified a model from the University of Minnesota that included a series of workshops employees could engage in that would help participants gain basic knowledge, shared language and base skills to practice the tenants of IE. The goal was to pilot the DU version in the spring of 2015. During the academic year, the group worked to establish its own leadership outside of the CME staff. Co-Chairs were selected and took leadership in January, however, one of the Co-Chairs left the University in March. Movement toward the established goals for the group stalled. The group reconvened in May and brainstormed new directions for the group. The members agreed to focus efforts on DU staff support and training related to IE and are eager to find their voice in relation to the upcoming structural changes related to IE at DU.

THE WOMEN'S COALITION

The Women's Coalition is made up of representatives of six campus member organizations that promote the Coalition's mission and empower women. These member organizations include Association of Sisters in Higher Education (ASHE), Women's Staff Alliance for Networking and Development (WAND), Women's Leadership Council (WLC), Sistah Network, Undergraduate Women's Council, and Graduate Women's Council. The Coalition also includes representatives from affiliate groups/departments on campus who either support or serve women at DU. Affiliate groups include Gender and Women's Studies (GWST), Center for Advocacy, Prevention and Empowerment (CAPE), Division of Athletics, Colorado Women's College (CWC), Staff Advisory Council (SAC), Faculty of Color Association (FOCA), and Staff of Color Association (SOCA).

For the 2014-2015 academic year the Women's Coalition and its members focused on creating greater partnerships amongst the groups. Accomplishments included:

- **Fall Women's Town Hall** focused on Title IX in response to growing concern on campus related to service, support and response to sexual assault and harassment reports at DU. The event had a strong response

from the DU community with over 130 registrations. Typical Town Hall events attract an average of about 65 participants. The event provided attendees with an overview from members of the DU Title IX task force in hopes of shedding light on existing policies and procedures and valuable resources available to the DU community. Panelists included Director of EEO and Title IX Coordinator Kathryn Grove, CAPE Director Gillian Kaag, Director of Campus Safety Don Enloe, Title IX Task Force Member and Director of Graduate Student Services Molly Hooker, and Director of Student Outreach & Support Michael Johnson. This event was coordinated in partnership with the Undergraduate Women's Council.

- **Winter Women's Town Hall** with the theme, "Social Media: A tool or a liability? What you need to know," selected by members of WAND. The event attracted 51 members of the DU community. Participants were treated to a discussion led by three members of the DU Community who provided insights and useful tips to using social media.
- **Spring Town Hall** was substituted by a partnership with the Staff Advisory Council's Spring Town Hall focused on Bullying in the Work Place. .
- **Sexual Assault Awareness Summit**, led by the Undergraduate Women's Council, was successfully hosted in May during Sexual Assault Awareness week. The first ever such summit, the event attracted over 200 DU students, staff and faculty and provided participants with a variety of workshops and speakers.

20TH ANNUAL WOMEN'S CONFERENCE

The 20th Annual Women's Conference was held on Friday, March 27, 2015. Conference planning was led by CME IE Fellow Sable Schultz, and a seven person committee representing University departments. This year's Conference had approximately 388 participants who registered, volunteered, presented, and/or participated throughout the day.

Theme and Structure

The Conference theme was "Inspiring the Power of Possibility: Defining the Meaning of Success and Recognizing Our Value." Programming included workshops and presentations that reflected and supported the success and value of women. This conference connected students, staff, faculty, women, and men allies to learn and share in the spirit of unity to advance the success of women at DU. The year, the conference opening was held in the Davis Auditorium in Sturm, and lunch was held at the Cable Center. Presentations and workshops were split between Sturm and the Driscoll Student Center. The 2015 conference continued with the tradition of hosting the annual Women's Coalition business meeting the day of the conference. The goal of this meeting is to provide the leaders of the Coalition member organization an opportunity to connect annually to discuss issues, challenges, accomplishments and plan for the following year for collaborative efforts. This year the annual Robin Morgan Award was expanded to include faculty, undergraduate student, and graduate student recipients. With the ongoing support of the CME IE Fellow the Conference committee was able to begin working on conference planning even earlier, with the first committee meetings being held in June of 2014. This allowed for a much more organized and less stressful planning process for all involved.

Keynote and Workshops

The morning keynote speaker was Cleo Parker Robinson, the founder, executive artistic director and choreographer of the 40+ year-old Denver-based artistic institution, Cleo Parker Robinson Dance. Cleo's address was followed by a dance performance by one of her troupe members. This year's luncheon keynote speaker was Cindy Peña, Executive Director of the Latino Leadership Institute in the Daniels College of Business at the University of Denver. Twenty-six workshops were offered during the first two morning sessions, with another thirteen workshops offered during the afternoon. In addition to the keynote, the lunch session included an address from Provost Gregg Kvistad and presentation of the Robin Morgan Awards. A special session of the Women's Coalition was held concurrently with the afternoon session. The Women's Conference concluded with a reception sponsored by WAND.

Demographics

This year’s Conference planning committee worked again to increase the participation of undergraduate and graduate students. Registrant affiliation was broken down as 58% DU staff/administrators, 6% undergraduate Students, 10% graduate students, 8% DU faculty, 3% DU alumni, and 12% community members or non-DU students. While there was a 16.5% increase in total attendance from the previous year, the participation from students and faculty remained roughly the same, with fewer undergraduates participating this year when compared to the previous year. From these attendance numbers, it is clear there is still work to be done to engage more students and faculty. The event continues to garner attention from off campus groups and organizations. The planning committee continues to discuss the idea of charging non-campus attendees. Other similar campus events have elected to charge a small fee for off campus guests to help offset any addition expenses for such participants

Funding

The event continues to be campus-wide as evidenced by the 22 on-campus sponsors and one community sponsor in TIAA CREF. The following sponsors served as the fourteen largest contributors including the Graduate School of Professional Psychology, Office of the Chancellor, Facilities Planning & Management, Office of Teaching and Learning, Office of Admission, Arts, Humanities and Social Sciences, Center for Multicultural Excellence, Daniels College of Business, Division of Athletics and Recreation, Korbel School of International Studies, Office of University Advancement, Student and Campus Life, University College, and University Technology Services. The range in sponsorships was \$100 to \$1,500. The Office of the Provost, continued to provide \$5,000 annually as the base budget for this event.

Budget

The overall costs for the event this year totaled \$19,366.06 with an average cost per participant at \$49.19. The program cost saw an overall increase of 89.9%, with the majority of the cost increases coming from the rental of the Cable Center and an honorarium granted to Cleo Parker Robinson.

Evaluation

Conference attendees were emailed a request to fill out a brief evaluation for the conference and attended workshops. 108 responses to the full evaluation were received, a response rate of approximately 27.8%. This year’s sessions received overall positive feedback, with most survey participants rating the sessions a “4” or “5” (on a 5 point scale). Participants also provided additional positive commentary for both the Welcome Keynote session with Cleo Parker Robinson, the Lunch Keynote speaker Cindy Peña, and the luncheon venue and food. Selected evaluation results are below:

	1	2	3	4	5
Please rate the Welcome session on a scale of 1 to 5	0%	1%	11%	26%	62%
Please rate the workshop you attended during the first session	1%	8%	15%	19%	56%
Please rate the workshop you attended during the second session	1%	4%	26%	26%	42%
Please rate the keynote speaker	1%	4%	7%	28%	60%
Please rate the luncheon venue and food	3%	5%	11%	31%	50%
Please rate the workshop you attended during the third session	5%	5%	12%	44%	35%

Lessons Learned and Future Plans

The current committee has been in place for multiple years and some of the members are in need to step down or lessen their roles. For the next year, the committee is seeking to bring in a wider range of committee participants from the DU community. The committee is also going to see about bringing in more participation from the DU Women’s Committee. Moving the conference to Sturm allowed for a much wider range of panels and presentations to be offered. The planning committee will continue to look for locations in Sturm to hold the conference. However, with the growing number of Friday classes, the committee might consider holding the conference over Spring Break or in multiple campus locations. Having a volunteer coordinator position was a great

asset to the conference committee and assisted in the conference's success. The committee will continue to keep the volunteer coordinator position.

14TH ANNUAL DIVERSITY SUMMIT ON INCLUSIVE EXCELLENCE (JANUARY 22ND-23RD)

The 14th annual Diversity Summit on Inclusive Excellence was held on Thursday and Friday, January 22nd and 23rd, 2015. Summit planning was led by CME professional and student staff members and a 23-person committee representing students, and staff and faculty. This year's Summit was a huge success with over 500 total participants over the two-day event, including approximately 150 community attendees for the Thursday evening panel discussion. Overall this year's greatest success was to increase the partnerships across campus in meaningful and substantive ways beyond funding.

Structure

The major structural change included moving the event from May to January and so that it now serves as part of the University's MLK Celebration week activities and will continue to coordinate with the Statewide MLK planning committee. The Summit also maintained a Thursday night event targeting DU community members as well as the broader Denver metropolitan community. The panel discussion was entitled: "Changing the Outcomes for Brown and Garner: Using the Power of the VOTE." This focus was selected to ensure that the Summit touched on current events and challenges in our country. The panel was made up of local scholars, community activists and former City Officials. This event was also coordinated in partnership with the DU Planning Board who hosted the event in Davis Auditorium in Sturm Hall as part of their Thursday evening movie event. They selected to screen the movie, *Dear White People* following the panel discussion which was free and open to all.

Theme

The Summit theme was: *50 Years Since Selma: Your Voice Still Matters*. The theme was chosen to align with the national and statewide theme for Martin Luther King, Jr. Day celebrations. This theme provided the structure for participants to tap into the national dialogue on what has changed over the past 50 years and what work is still left to do in moving DU and the country towards being more inclusive and just for all people.

Partners

This year's Diversity Summit planning committee was able to dramatically increase and improve the depth and scope of its partnerships. New significant partners included the School of Media Film and Journalism (MFJ), Interdisciplinary Research Incubator for the Study of (In)Equality (IRISE), and DU Planning Board (DUPB).

- MFJ hosts an annual luncheon to honor journalists through its Estlow International Center for Journalism & New Media. This year the Summit joined forces with this group to identify a national journalist as the Summit keynote speaker to address issues related to the Summit theme.
- MFJ Professor Margie Thompson also partnered with the Summit planning committee and her Audience Research Methods class assisted with the modification and analysis of the Summit evaluation.
- IRISE partnered with the Summit for the opening session highlighting the research of four scholars.
- DUPB partnered for the Thursday evening community event sharing their space in Davis Hall, covering costs and selecting a movie that would be relevant to the overall theme of the event.

Programmatic

The Summit **opening session** was packed with several speakers including Chancellor Rebecca Chopp who discussed her vision for IE at DU and Dr. Art Jones who shared the history of the Spirituals and the March on Selma and led participants in singing a Spiritual. The formal presentation entitled, "Interrogating the 'I' in IRISE: Power, Privilege, and Research at DU and Beyond," was organized by IRISE and featured four scholars' research and video presentations of student voices. The Summit's **lunch keynote speaker** was Michelle Bernard, Chairman and CEO of the Bernard Center for Women, Politics, and Public Policy. Bernard spoke at the luncheon, co-sponsored and in partnership with the Department of Media, Film, and Journalism Studies' Estlow International Center for

Journalism & New Media. This luncheon is an established tradition of the Estlow Center. This new partnership provided the Summit with a means to reach additional constituents and build on the success of and leverage funding for an already successful event.

This year’s Summit provided participants with 19 **workshops** to choose from in addition to a forum held specifically for University administrators. Workshop topics ranged from ways to create inclusive classrooms, strategies to engage on a personal level with social justice, to a look back on the historic march on Selma. Presenters represented undergraduate and graduate students, staff, faculty and some community members.

The Friday Summit ended with a **Call to Action closing reception** to celebrate all that was learned and to serve as a springboard for future action. Current students and alumni lent pieces of artwork based on identity and inclusion for a small exhibit, held in the Wine Cellar Room, and guests were invited to reflect on the selections. Later, emcee Stephen Brackett, a member of the musical group Flobots and a national activist, engaged the audience with song, poetry, and an inspiring message of hope and action. The Daniels College of Business and Knoebel School of Hospitality once again donated the beautiful space for the event, and deeply discounted our food and beverage, helping to make the reception possible.

Demographics

This year’s Summit included a focus on outreach to alumni and community members, particularly for Thursday night’s event. Approximately 150 community members attended, including local educators, non-profit staff, and at-large alumni and friends of the University, with a few DU students, faculty and staff in attendance as well. For Friday, 397 people registered, affiliated as follows:

DU faculty	37%
DU staff/administrator	13%
Graduate Student	25%
Undergraduate student	19%
DU Alumni	4.5%
Community Members or non-DU students	2%
Unspecified	3%

Budget

The overall costs for the event this year totaled **\$38,876**. Most costs came in on budget, however the luncheon portion was slightly over budget due to the venue change to the Cable Center which has many additional costs than the Driscoll ballroom. The event continues to be a campus-wide event as evidenced by the 28 on-campus sponsors and one community sponsor, TIAA-CREF totaling \$37,755. In total, the Summit went over budget by \$1,121 of which CME absorbed. CME, the Office of the Provost, the Anderson Academic Commons, and the Undergraduate Student Government Diversity Committee were the three largest contributors, though the Anderson Academic Commons’ exact contribution is not known in dollar amount as they donated all the media and audio/visual needs for the event. The estimate is somewhere between \$5,000 and \$6,000. The range in sponsorships was \$150 to \$10,000.

Evaluation

Summit participants were emailed the Monday following the Summit, and asked to provide feedback on each section of the Friday Summit they attended. One hundred responses to the full evaluation were received. This year’s workshop sessions were consistently described as being of high quality and relevance. Overall, participants evaluated workshop offerings as extremely positive, responding with a “5” or a “6” (on a 6 point scale, with 6 being completely DISAGREE) to questions such as “the workshop presenter was well prepared” and “I found this workshop beneficial.” Selected evaluation results are below.

	completely AGREE	somewhat agree	slightly agree	slightly disagree	somewhat disagree	completely DISAGREE
increased my AWARENESS of Inclusive Excellence issues (new or deeper).	38.8%	35%	20%	1.3%	2.5%	2.5%
provided me new INFORMATION about issues, communities, etc.	47.5%	28.7%	16.3%	1.3%	2.5%	3.8%
offered me additional STRATEGIES for making a positive difference in my areas of influence.	39.2%	38%	15.2%	2.5%	1.3%	3.8%
was an opportunity to meet and/or reCONNECT with others interested in Inclusive Excellence efforts.	52.5%	32.5%	10%	2.5%	2.5%	0%
has motivated me to take additional ACTION for Inclusive Excellence.	46.8%	31.6%	16.5%	1.3%	3.8%	0.0%
was a good blend of academics + action.	39.4%	35.4%	11.4%	1.3%	1.3%	1.3%
was a WORTHWHILE use of my time.	65.8%	22.8%	7.6%	1.3%	1.3%	1.3%

The evaluation report outlines more specific information, but in conclusion the Audience Research Methods Class reported, "...the Diversity Summit 2015 was impactful overall, and largely positive. A small sample size (N=98) means less significance, but our reports shows some strong highlights. In order to plan ahead for next year's Summit there is a need for innovative content in order to attract people with less background knowledge about diversity and Inclusive Excellence. "The class also noted that it will be important to provide deeper level or higher level content for those who attend the Summit who have significant experience or background in diversity and inclusive excellence to ensure they are able to gain additional knowledge and insights.

Lessons Learned and Future Plans

Overall, the planning committee was very pleased with the outcome of the event. The expanded partnerships with new departments on campus that allowed for the leveraging of existing programs and budgets was highly successful and should be used for future Summits. The group agreed it is important to find other ways to identify existing programs across campus that may be logical and beneficial to overlap with Summit programming. The committee felt strongly that the Thursday night Community Event was well received and should continue for future Summits, if/as the community remains a focal audience (see below). DUPB is a natural and powerful partner for Thursday evening and adding the showing of a film provided an opportunity to build greater community with students, staff, faculty and community members who stayed for the movie.

The feedback gathered from the evaluations was overwhelmingly positive in relation to the change to January. In recent years, the Summit attendance had begun to decline. With the date change the Summit witnessed a strong attendance. Planning took place between September and January, but the committee agreed that planning should begin in the spring instead. The morning session had an overall positive response but the committee did feel there may have been too many items packed into the session. The committee may consider moving the Champions of Change Awards back to the lunch. The partnership with IRISE was a huge success and the committee will look to find other ways to partner with academic units as part of the Diversity Summit to highlight current research related to the annual Summit focus and theme. The spoken word and summary/call-to-action at the closing reception was extremely liked; and the planning committee has discussed finding ways to keep an arts segment in the schedule. The committee will continue to challenge themselves to find ways to ensure the closing reception has substance and meaning to help participants consider how best to put what they have learned from the day into action.

Additional features/plans for future Summits include:

- an earlier Save the Date announcement;
- increase participation of all students by working directly with student leaders and organizations.

Other considerations include finding ways to attract participants from parts of the campus that might not otherwise attend the Diversity Summit. It was suggested the committee may revisit using the track system providing industry or field specific segments such as inclusion/diversity in the STEMS or inclusion/diversity in Business, etc.

CME CELEBRATION: A LOOK BACK AS WE LOOK FORWARD

As part of DU's commemoration of its sesquicentennial to honor those who built and sustained the institution in its first 150 years, CME also planned and hosted a celebration to honor and celebrate the efforts of those who have worked to make DU a more inclusive campus. Though there is still work to be done within the realm of IE at DU, the celebration was an opportunity to show appreciation for the persistence, commitment, and contributions from individuals from all parts of the DU campus, which has led directly to the progress that has been made. The successful event included a short tribute program, refreshments, and entertainment and was attended by over a hundred current and past students, staff, faculty, administrators, trustees, and community partners.

INCLUSIVE EXCELLENCE FELLOWS

Beginning in 2012, CME partnered with the Morgridge College of Education to pilot the IE Fellows program. By the fall of 2013, the partnership had expanded to include the Office of Graduate Studies. The goals of the program are to provide graduate students with an experiential learning opportunity designed to strengthen their academic and professional expertise in the area of diversity, equity, and Inclusive Excellence and to provide participating campus units with human resources (part-time temporary staff) to directly support their efforts to promote and implement Inclusive Excellence. IE Fellows are placed in an on campus site and work 15-20 hours per week. Fellows are also eligible to receive tuition support from their academic unit and be eligible for matching tuition support from the Office of Graduate Studies for up to 12 credit hours annually.

For the 2014-2015 academic year, DU hosted ten IE Fellows in five departments including Department of Natural Science and Mathematics (NSM), Center for Advocacy, Prevention and Empowerment (CAPE), Center for Judaic Studies, Morgridge College of Education Higher Education Program, and CME. Fellows provided support on projects including Sexual Assault Awareness campaigns, development of an IE Mentoring program for marginalized groups in the natural sciences, organization and implementation of the annual Women's Conference, coordination of college access visits for historically underrepresented K-9 students in the Denver metropolitan area, and development and implementation of student success and leadership development programming for historically underrepresented students at DU. Completing its fourth year of existence the IE Fellows Program graduated its second class of Fellows and has successfully recruited the next cohort of participants. Feedback from supervisors confirm that IE Fellows engage in and assure valuable programming to advance inclusive practices in their units are implemented. As a result, the program will continue in FY 2016.

HERITAGE MONTHS

For the 2015-2016 Academic year, CME staff took the lead on ensuring that the various Heritage/History months were coordinated. In the past, some months have had volunteers or units on campus who ensured the months were recognized through events and activities, but the campus lacked consistent messaging to raise awareness. To ensure that all months were recognized by the campus, CME staff reached out to identify individuals on campus engaged in any of the history/heritage month activities, encouraged coordination of efforts, encouraged those who had not considered providing events in relation to the months to do so, and finally coordinated campus wide calendars and marketing through the office of Marketing and Communication to ensure the campus community be made aware of such efforts.

Months included:

- Latino Heritage Month
- LGBT History Month
- Native American History Month
- Black History Month
- Women’s History Month
- Asian American History Month

Community Partnerships

For the 2014-2015 Academic Year, primary focus was placed on the support and participation in the Colorado Coalition for the Educational Advancement of Latinos. The Assistant Provost for Campus and Community Partnerships was selected as the President Elect and Chair of the Membership and Communications subcommittee. As part of her role as President Elect she helped coordinate the groups strategic planning retreat. She also oversaw the development of new communication strategies and outreach efforts for new members which resulted in an increase in institutional membership from 14 to 19 and an increase in representatives from each of those institutions. She also worked to migrate an existing website to a new host and began work to redesign the old website.

All other partnership for FY 2015 focused on College Access can be found in that section. For more information visit the CoCEAL website at www.coceal.org.

In Summary

The FY 2015 academic year was successful in the area of Campus and Community partnerships. Members of the DU community continue to find ways to share the work of creating a more inclusive campus as seen through the work of the Diversity Summit, Women's Coalition, the gathering of IE Collective participants and other programming. It has also been exciting to see the University of Denver's name being a part of statewide efforts to reach historically underrepresented communities through groups like CoCEAL and the Keeping the Dream Alive Conference and other efforts. Our hope is that the work will continue to spread across campus and that we will be able to gain additional allies and practitioners of inclusion, equity and diversity work at DU and find ways to share our work with the broader region to ultimately impact a positive experience for DU students!

Access & Success Programs

Building a stronger relationship with the surrounding Denver community and working collaboratively with local elementary and middle school students to postsecondary opportunities have served as the foundation for college access and success initiatives throughout the 2014-15 academic year. Staffing for Access & Success Programs consisted of the following:

- 1 Assistant Director for Student Access & Success Programs
- 1.5 Inclusive Excellence Fellows
- 7 Student Staff (work-study)

College Access & Community Engagement

PIONEER INITIATIVE FOR OUTREACH VISIT PROGRAM

The 2014-15 academic year marked the second full year of the Pioneer Initiative for Outreach Visit Program. The student staff team grew by a half-time Inclusive Excellence Fellow and four additional undergraduate student staff members employed through work-study. The PIO Visits student staff team participated in several professional development opportunities intended to advance skillset in the areas of (1) public speaking, (2) collaborative planning, and (3) knowledge regarding the complexities of college access issues.

Quarter	School District	School	# of Students	Level
Fall	Mapleton	Global Leadership Academy	51	Elementary School
Fall	Nonprofit	Boys & Girls Club, Denver	50	Middle School
Fall	Denver Public Schools	STRIVE Prep, GVR	120	Middle School
Fall	Cherry Creek School District	Horizon Middle School	50	Middle School
Fall	Denver Public Schools	STRIVE Prep, Lake	120	Middle School
Fall	Adams 12	Northglenn Middle School	200	Middle School
Fall	Denver Public Schools	University Prep	92	Elementary School
Fall	Denver Public Schools	Hamilton	100	Middle School
Fall	Denver Public Schools	Summit Academy	28	Middle School
Fall	Cherry Creek School District	Thunder Ridge Middle School	30	Middle School
Fall	Aurora Public Schools	AXL Academy	23	Middle School
Fall	Cherry Creek School District	Horizon Middle School	50	Middle School
Fall	Aurora Public Schools	College Track: Rangeview HS	12	High School
Winter	Denver Public Schools	KIPP Colorado	92	Middle School
Winter	Denver Public Schools	Brown International	100	Elementary School
Winter	Cherry Creek School District	Thunder Ridge Middle School	38	Middle School
Winter	Cherry Creek School District	Thunder Ridge Middle School	34	Middle School
Winter	Denver Public Schools	Johnson Elementary School	62	Elementary School
Winter	Denver Public Schools	Native Visit	32	High School
Winter	Cherry Creek School District	Horizon Middle School	54	Middle School
Spring	Nonprofit	Boys & Girls Club, Cole	25	Middle School
Spring	Adams 12	STEM Launch	120	Middle School

Quarter	School District	School	# of Students	Level
Spring	Cherry Creek School District	Falcon Creek	50	Middle School
Spring	Denver Public Schools	KIPP Colorado	100	Middle School
Spring	Denver Public Schools	Green Valley Elementary	55	Elementary School
Spring	Denver Public Schools	Green Valley Elementary	53	Elementary School
Spring	Colorado Charter School Institute	High Point Academy	56	Middle School
Spring	Denver Public Schools	Hill Campus of Arts and Sciences	20	Middle School
Spring	Denver Public Schools	Southmoor Elementary	23	Elementary School
Spring	Nonprofit	Mi Casa Resource Center	10	High School
Spring	Cherry Creek School District	Horizon Middle School	52	Middle School
Spring	Denver Public Schools	STRIVE Prep, Westwood	120	Middle School
Spring	Denver Public Schools	KIPP Montebello	110	Middle School
Spring	Del Norte Consolidated District	Del Norte	38	Middle School
Spring	Pueblo City 60 School District	Heaton Middle School	150	Middle School
Spring	Colorado Charter School Institute	Pinnacle Middle School	90	Middle School
Spring	Cherry Creek School District	West Middle School	46	Middle School
Spring	Houston Charter School	YES Prep	90	Middle School
Spring	Denver Public Schools	College View Elementary	70	Elementary School
Spring	Denver Public Schools	Denver Center for International Studies	50	Middle School
Spring	Nonprofit	Mi Casa Resource Center	15	Middle School
	Total Students Served		2681	

THIRD ANNUAL DAY OF ACTION

The third annual Day of Action, hosted on May 16th, worked with returning school, Smith Elementary of Denver Public Schools, and onboarding school Stein Elementary School of Jefferson County School District. Each partner elementary school committed to 150 student participants along with accompanying parent and family members. For the first time since its inception, Day of Action was not hosted in conjunction with the annual CME Diversity Summit Conference. The event had a budget of \$2,000 and was included campus partnerships between CME, DU Service & Change, Center for Community Engagement Service Learning, Morgridge College of Education, and DU Programming Board.

As in years past, the student participant number was lower than expected and far below capacity. Going forward, Day of Action leadership should consider strategically adding community partners to serve a larger number of students. Additionally, leadership must be intentional to infuse college access programming and social justice components throughout each Day of Action activity, with particular attention to volunteer training. The event did reach 100 participants, 43 family members, and 67 DU student volunteers. Fourteen workshops were offered by the following groups:

- Dance Dance DU
- DU Men’s Basketball Team Workshop
- DU Programming Board
- DU Service & Change
- DU Tango Club
- Hospitality Management
- HYPE
- Improv Comedy Club
- Interfaith Advocates
- Planning for College (PIO Visits Team)
- Society of Physics Students
- Spanish Department – Guided Reading
- Student Activities – Soccer Workshop
- University Libraries

MIDDLE SCHOOL COLLEGE & CAREER FAIRS

Adams County Commissioners’ Career Expo – November 8, 2014

For the third consecutive year, the CME college access team hosted an informational table at the 11th Annual Adams County Education Consortium annual Career Expo held at the National Western Complex. At the 2014 Career Expo, more than 5,700 eighth grade students participated in a fair that incorporated representatives from postsecondary career prospects and institutions. Unlike other middle school college/career fairs, this opportunity includes a registration fee of \$115 and had a budget of \$175.

Aurora Public Schools’ CareerTrek 2014 – September 8-9, 2014

The college access team hosted an informational table at the CareerTrek Passport to Success fair at the Professional Learning and Conference Center in Aurora. The two-day fair had 2,500 eighth grade participants.

Denver Public Schools 8th Grade Career Fair - October 22, 2014

In an effort to address and increasing dropout rate between 8th and 9th grade, Denver Public Schools hosted their annual 8th grade Career Fair at the National Western Complex, which had over 4,000 student participants, 180 business and organizations, and 20 postsecondary institutions. In addition to this fair, the CME college access team also attended the Kunsmiller College Fair and visited Merrill Middle School.

DPS English Language Acquisition Summer Camp – June 5 – July 3

CME and Denver Public Schools’ ELA department worked together to develop a three-week program for students who have been classified as English Language Learners in their primary and/or secondary education. The camp was offered on-campus at Craig Hall in partnership with the Graduate School of Social Work. The DPS team included four DPS teachers, three DPS administrators, a school nurse, and an on-site director from South High School. With a budget of \$1,500 the camp reached 40 participants.

Daniels Fund Liaison

DANIELS SCHOLAR SUCCESS PROGRAM

The Daniels Scholar Success Program (DSSP) includes DU representatives from the Office of Financial Aid, Academic Advising, Volunteers in Partnership, Office of Undergraduate Admission, Office of Advancement, and the Daniels Fund liaison from the Center for Multicultural Excellence. The DSSP team convenes quarterly to discuss individual scholar success, recruitment efforts, and DU Daniels Fund quarterly programming. Additionally, the Daniels Fund liaison assists with the Scholars Heading into the Future Together (SHIFT) Summer Program planning and management of the Daniels Fund budget. Throughout the 2014-15 academic year, the Daniels Fund expanded its institutional partnerships to leverage funding in an effort to reach the Daniels Fund goal of scholars graduating without college debt. This year, the Daniels Fund and DU celebrate 23 out of 24 scholars graduating within four years at DU. Additionally, DU is expecting 28 incoming first-year scholars.

FALL SCHOLAR RETREAT – SEPTEMBER 26TH & 27TH

The 2014 Daniels Fund Retreat brought together the community of DU scholars. The retreat was intended to build and strengthen relationships between scholars at DU. The retreat took place at the YMCA of the Rockies in Estes Park. Thirty-seven scholars traveled to and from the retreat by bus and enjoyed food in the cafeteria for all meals. Additionally, the Daniels Fund Ambassadors created care packages for each scholar. Throughout the weekend, Daniels Fund scholars participated in team-building activities that enhanced the scholar community at the University of Denver.

AMBASSADOR PROGRAMMING

Big/Little Mentorship Program

The Daniels Fund Ambassador Team, along with the senior scholar relations officer, matched incoming Daniels Fund students with a second and third year student. Throughout the year, the Big/Little mentor pairs met two times per quarter. Moreover, the Ambassador Team hosted several events to building stronger relationships between all Big/Little program participants. Other Daniels Fund events as planned by the Ambassador Team is listed below.

- *Welcome Back BBQ- September 12, 2015*
- *Study Abroad Welcome Back – January 22, 2015*
- *Financial Aid & Housing Forum – February 11, 2015*
- *Ice Cream Social with Ben & Jerry’s – May 13, 2015*
- *Study Abroad Informational Session – May 15, 2015*
- *End-of-Year Celebration at Dave & Buster’s – May 29, 2015*

Campus Partnerships

RECRUITMENT & ADMISSION VISITS

The Center for Multicultural Excellence college access team served as departmental representatives at the below listed admission and recruitment events. The access team worked closely with the group visit fellow, associate director of admission, and executive director of diversity enrollment and community partnerships to align visit calendars and priority visits and activities.

- *Journey to DU – April 11 & 18, 2015*
- *Pioneer Days – March 2, 30; April 13, 2015*
- *Targeted Presentations for Prospective Students*

COLLEGE TRACK

Throughout the 2014-15 academic year, the assistant director for student success and access programs worked closely with DU Office of Undergraduate Admission and College Track as a special, targeted outreach and recruitment initiative. The partnership resulted in a formalized memorandum of understanding between the University of Denver and College Track including the eligibility of College Track scholars for DU Pathways scholarship opportunities. Through this partnership, DU recruited three high-caliber College Track students for the 2015-16 academic year, all of whom will be part of the CME Excelling Leaders Institute or Pioneer Pathways Program.

KEEPING THE DREAM ALIVE – OCTOBER 26, 2012

For the third consecutive year, the University of Denver served as the host campus for the annual Keeping the DREAM Alive. The annual educators’ conference participation has grown steadily each year and we are nearing full capacity at DU. In partnership with the Volunteers in Partnership director, the Center for Multicultural Excellence

managed event logistics including oversight over the planning committee. The volunteer-based leadership includes representatives from various postsecondary institutions, nonprofit organizations, and target high schools. With a budget of \$1,000 the program reached 245 educators.

DREAMERS DAY

This year, the Keeping the DREAM Alive planning committee expanded the annual educators' conference by hosting the inaugural DREAMers Day at DU. The workshops included an overview of the ASSET Bill, Navigating Higher Education as an Undocumented Student, Speed Mentoring, and a session on the Just Like Us book based on the DU undocumented student experience. The student reach for the event was 175 participants, which far surpassed the planning committee's goal of 100 students, indicating the high demand and necessity to provide support services for undocumented and DACA status students. The program had a budget of \$500.

In Summary

In conclusion, the college access initiatives as managed by CME served as a conduit to connect young students to a college campus so that they may start to envision themselves as part of a campus community. The experience included broad information about postsecondary opportunities with specific information about University of Denver to strengthen the relationship between DU and surrounding communities. The programs that expand college access for underrepresented students are very much volunteer-dependent, which is a challenging model to sustain. Throughout the 2014-2015 academic year, several partnerships with key faculty members were solidified to provide meaningful classroom experiences for visiting students. Other important partnerships with regard to access initiatives includes the Center for Community Engagement and Service Learning, Sustainability Council, the DU Programming Board, and DU Service and Change. Going forward, a more intentional and formal partnership with the Volunteers in Partnership program is critical in supporting current access initiatives.

IRISE

The Interdisciplinary Research Incubator for the Study of (In)Equality (IRISE) is designed to provide opportunities and support for faculty and students to engage in the development of cutting edge interdisciplinary research on issues of inequality, social justice, and inclusivity with a central focus on topics related to race, ethnicity, class, gender, sexual orientation, disability, veteran status and religion.

Specifically, IRISE seeks to establish a needed intellectual structure for students and faculty that will (1) facilitate the interdisciplinary teaching and learning, collaboration, research, scholarship, and creative works that seek to promote equality in historically underrepresented communities, and (2) develop, support, and implement academic programs and activities that seek to promote the advancement of historically underrepresented populations in the Academy.

As an incubator for the pilot phase of the Renew DU process, IRISE also seeks to create a permanent institute and establish an intellectual home for faculty and students to engage in the development of cutting edge interdisciplinary research on issues of inequality, social justice, and inclusivity. The penultimate outcome in this regard is to advance Inclusive Excellence, diversity, and equity at DU, as well as further DU's public good mission by extending and connecting this work across campus to locally diverse communities in a comprehensive and meaningful way.

Thus far this initiative has been highly successful in linking together faculty and students across departments and disciplines while strengthening the ability of DU researchers to engage effectively and meaningfully on issues of equity and inequality in Denver and beyond. Indeed, in May 2015, the Renew DU Committee recommended unanimously that IRISE be moved out of the pilot phase and be permanently supported by the University.

Staffing for IRISE consisted of the following:

- 1 Assistant Provost for IE Research & Curriculum Initiatives
- .3 Director of College Access and Pipeline Programs
- 1 Administrative Assistant (quarter-time)
- 1.5 Graduate Fellows

Postdoctoral Fellowship Program

IRISE's post-terminal degree fellowship is designed to identify promising scholars who have completed a terminal degree in their field of study and who are engaged in research, scholarship, and/or creative work grounded in understandings of equality; and/or a consideration for the many ways in which the academy or particular fields promote or extinguish the advancement of historically underrepresented communities.

After a successful campus wide-search for Faculty Mentorship Teams and the subsequent successful national search for the three IRISE Post-doctoral Fellows in the 2013-2014 academic year,¹ the IRISE postdoctoral fellowship has provided unprecedented opportunities to connect faculty and students across departments and disciplines in order to identify and mentor postdoctoral fellows who train and research using large dataset methodology and

¹ IRISE received 16 proposals, representing all academic divisions on campus. The IRISE Faculty Advisory Board moved nine proposals into the second stage of application review and selected three final proposals from interdisciplinary faculty teams representing Anthropology, History, Psychology, Sociology, Geography and Environmental Sciences, the College of Education, the College of Law, the Graduate School of Social Work, the Rocky Mountain Land Use Institute, the Gender and Women's Studies Program, and the DU Latino Center for Community Engagement and Scholarship. The faculty whose proposals were selected became the Search Committee for each of the three postdoctoral positions, who began their posts in July and September of 2014.

advanced longitudinal data analysis, qualitative data analysis, fully-equipped Geographical Information Systems, robust local archival collections, and have access to local and state governments as well as community organizations. The fellows have spent the majority of their time engaged in independent research and scholarship under the guidance of an interdisciplinary team of departmental faculty members while also being active in the DU community of scholars and engaged in research and teaching relating to the study of inequality both locally and nationally. Each of the fellows has also taught or are teaching one course in their specialty during the first year of their fellowship and will teach two courses in their specialty during the second year.²

The Fellows have facilitated the interdisciplinary development of teaching and learning, research, and creative works focused on promoting equality for domestic historically marginalized communities in the following ways:

Publications:

15 article length manuscripts submitted and or accepted for publication in peer reviewed journals. Topics include the following:

- “The Impact of the Consideration of Future Possibilities on the Desistance Process of Young Offenders: Evidence from the Pathways to Desistance Project” (American Sociological Review)
- “Constructing Criminality in a Carceral State: Race, Gender, and Disability in the School to Prison Pipeline” (Teacher’s College Press)
- “Future-Scenario Building, Reflexivity and Action in Mexican Migrant Households” (Theory and Society)
- It was just like a piece of gum: Intersectionality and criminalization of young women of color with disabilities in the school to prison pipeline, in D.J. Connor, J.W. Valle, & C. Hale (Eds.), *Practicing Disability Studies in Education, Acting Toward Social Change*.

A related aspect of publication is identifying external funding for research. The Fellows have been involved as P.I.’s, Co-PI’s, or coordinators in 10 external grant requests totaling \$3,271,000. Requests have been made to external funders including the Department of Education, the National Academy of Education, the Spencer Foundation, and the William T. Grant Foundation. Funding approvals on these requests are pending. The Postdoctoral Fellows have also made presentations on their research at twelve national and regional academic conferences, and have been awarded two prestigious awards for participation in the National Endowment for Humanities Summer Scholar workshop and the Tepoztlan Institute for the Transnational History of the Americas.

Teaching that is Rigorous, Equitable and Interdisciplinary:

Courses taught by the Fellows:

- ***Dismantling the School to Prison Pipeline: Race, Gender, & Intersectionality in the time of Mass Criminalization***, Department of Sociology, Winter 2015
Student evaluations included the following observations:
 - “This class was one of those you hear about that change your life for the better. I feel like after finishing this class I got a new pair of eye glasses and I can see things much more clearly.”
 - “I cannot say how amazing this course and instructor was. I hope that the University offers similar course[s] in the future, taught by professor of color.”
 - “This course was something I had never been a part of before. It was very interesting and opened up my mind to new things.”
 - “I just wanted to say a big thank you. I really enjoyed your class last quarter and I really felt like I improved with speaking in large discussions and with speaking about race in general. Usually I find

² Individual Postdoctoral Fellow assessments conducted by each mentorship team can be found in the appendix at the end of this memorandum.

those conversations very difficult to have, but I learned a great deal and was interested in everything we brought up.”

- “This by far was the best class I have ever taken at DU. Everything about it was refreshing from the content to the professor.”
- “I loved this class. It was one of the times I felt comfortable at DU.”
- “Thanks again for a great quarter as this has definitely been one of those college classes I will truly never forget.”
- “Your class challenged me more than any other sociology class I've taken at DU.”
- ***Varieties of Future Experiences***, Department of Psychology, Spring 2015.
- ***Sustainable Cities Practicum***, College of Law, Spring 2015.
- ***Urban Application of GIS***, Department of Geography and the Environment, Spring 2015.
- ***Sustainability and the Public Good***, capstone course for the interdisciplinary Sustainability minor, offered through the Department of Geography, Spring 2015.

Providing Service to the University, Sponsoring Units on Campus, and National Organizations.

The postdoctoral fellows have advised doctoral and undergraduate students at the University and provided mentoring and support to dozens of students through mentorship and advising. One of the Fellows was asked to serve on an honor’s thesis committee, but University rules prohibit a postdoctoral fellow from serving such a role. Nevertheless, the Fellow continued to meet with the students and provide support to the project.

The Assistant Provost partnered with the Office of the Associate Provost of Undergraduate Academic Programs and the Undergraduate Research Center to provide IRISE Postdoctoral Fellows research assistants who come from underrepresented backgrounds in the academy. One of the IRISE Fellows will be working closely with one student during the summer of 2015 in providing mentorship and guidance to a discrete aspect of the Fellows research agenda. Other students (who are or will become part of the P3 program) will be working with faculty on interdisciplinary research projects in the summer of 2015.

Contributing to a Positive Campus Climate in Relation to Inclusive Excellence.

In addition to the above activities, the fellows have organized campus workshops and reading groups related to their areas of expertise. Participation at these workshops have ranged from a dozen to two dozen participants from across campus and the larger Denver community. One of the Fellows has been actively involved in the development of a "Working Effectively with Spanish Speaking Populations" workgroup in the Department of Psychology. The goals of the workshop is to develop the language, clinical, and research skills to engage Latino families in the research process and to deliver effective care. According to the Fellow’s mentors, “members of this group regularly turn to the Postdoctoral Fellow for her broad expertise in these domains.”

The Diversity Summit planning team asked the Fellows to provide the first substantive talks of the annual event. In preparation for the talks in January 2015, IRISE and the Postdoctoral Fellows partnered with the Department of Media, Film & Journalism Studies, the Office of Teaching and Learning, and University Technology Services to prepare the Fellow’s to give TED-like talks. The talk’s incorporated videos from diverse students asking each to discuss an aspect of their campus experience related to each Postdoctoral Fellow’s research. The Fellow’s then asked the audience to address each question related to inequality and the campus experience. The substance of the talks can be viewed at: <http://www.du.edu/irise/index.html>. Participant evaluations made some of the following observations:

- “The morning opening session was great. It was beneficial to have several interactive presentations instead of a long speech.”

- “I enjoyed learning about the research that is happening and how it applies to our DU community. I would like to see the same type of presentation in the future.”
- “I want to use some of the research presented by the IRISE postdocs in my work.”
- “I need to attend more IRISE events.”

IRISE accepted a new Postdoctoral Fellow for the 2015-2016 Academic Year. The opening was created because one of the existing Fellows was recruited and ultimately accepted a tenure-track position at one of the most highly ranked schools in her field. The application process for this one-year fellow resulted in 48 highly qualified applicants for this one position, with four candidates—all representing historically under-represented communities, being invited to campus for job talks.

In relation to research, teaching, and service to DU—particularly in advancing inclusive excellence—the Postdoctoral Fellows have met or exceeded expectations. And in connection to the larger goal of facilitating the interdisciplinary development of teaching and learning, research, and creative works focused on promoting equality for domestic historically marginalized communities, the Postdoctoral program and the Assistant Provost’s work to build IRISE have created new and meaningful opportunities for DU faculty and students to work together around shared research and academic interests to the benefit of DU’s students and its larger reputation.

Advisory Board

The Faculty Advisory Board has been heavily engaged in and implemented best practices in the following areas:

- Creating vision for the growth and sustainability of the IRISE post-doctoral fellowship program.
- Establishing policies and procedures for the creation, identification, and assessment of IRISE post-doctoral fellows and their renewal.
- Drafting and evaluating Post-Doctoral Fellowship Request for Proposals (RFPs) and making recommendations to the Assistant Provost of Inclusive Excellence Research and Curricular Initiatives.
- Serving on Selection Committee[s] and mentorship teams to postdoctoral fellows.
- Identifying opportunities for post-doctoral engagement and integration with faculty and students across campus related to IE initiatives or related research on inequality.
- Identifying themes, topics, programs, speakers, workshops, reading groups, and faculty colloquiums related to research questions on inequality.
- Providing help in the creation of student programs designed to directly support student research paths—The Pioneer Pathways Program (P3) and the Roger Salters Institute (RSI).

IRISE Faculty and Student Research/Creative Works Grants

In the Winter Quarter, the IRISE Advisory Board sent out an RFP for Faculty, Graduate Student, and Undergraduate research grants. The IRISE Research/Creative Work Grant aims to facilitate interdisciplinary research, scholarship, and creative works that seek to deepen our understanding of inequalities (including but not limited to race, ethnicity, class, sexual orientation) that impact the quality of life for historically marginalized communities and/or to promote equality in historically underrepresented communities.

For faculty, IRISE may fund research up to \$5000 per project per academic year. IRISE received 11 faculty proposals for support and funded three. For graduate students, IRISE may fund up to \$2000 in expenses associated with field or primary archival research, transcription costs, the purchase of data sets for quantitative analysis, or other research services. IRISE received 11 proposals and funded five. For undergraduate students, IRISE established the IRISE Inequity Scholars program by which students would receive a \$1000 project stipend to

implement community work, and Faculty mentors will receive \$500 in recognition of their intensive mentoring role. IRISE received only one proposal, but decided to not fund the request because of uncertain faculty support.

The supported Faculty Grants were:

- **Dr. Rebecca B. Galemba, Josef Korbel School of International Relations and Professor Raja Raghunath of the Sturm College of Law for their project “Wage Theft in the Construction Industry in Denver, CO.”**

This pilot project will investigate wage theft in Denver’s construction industry among immigrant Latino workers. A new wage law with stiffer enforcement penalties for wage theft went into effect on January 1, 2015. This context provides an opportune time to ensure that laborers are poised to take advantage of potential benefits. Through community-based ethnographic research methods and the provision of legal services and outreach, we aim to examine the experience of wage theft, as well as to contribute to wider public awareness of the issue among workers, the immigrant community, employers, and the larger public.

- **Dr. Scott Leutenegger, Computer Science, Dr. Maria Salazar, Morgridge College of Education, and Professor Rafael Fajardo, School of Art and Art History for their project, “A Pilot Study of a Culturally Responsive Game Making High School Curriculum to Broaden Participation in Computing by Latin@ Students.”**

This project to assist in the pilot study of a culturally responsive game making intervention for 9th and 10th grade Latin@ students at STRIVE SMART (Science, Math, Arts) High School. The overall goal of the work is to broaden participation in computer science by attracting more Latin@s to the field. Students will be taught programming, art, and game design to enable them to create Latino specific games. Games will be about their cultural history, family heroes, and/or contemporary Latino issues. Funds from the grant will be used to support our partner teacher and conduct a pilot research study of the efficacy of our approach.

- **Dr. Sarah Bexell, Graduate School of Social Work, Dr. Kevin Morris, Graduate School of Social Work, Professor Philip Tedeschi, Graduate School of Social Work, and Dr. Michael Yellow Bird, Department of Sociology at North Dakota State University for their project, “Cultural Restoration, Humane Education and Addressing Free Roaming Dog Populations on Fort Berthold Reservation, North Dakota.**

This project will investigate the desires of the Fort Berthold Reservation to engage in a cultural restoration process in partnership with Dr. Michael Yellow Bird, North Dakota State University and explore the feasibility of humane education and dog management programs. This work comes out of the loss of culture due to colonization of North American Indigenous peoples. One result has been loss of reverence of and care for dogs, with health ramifications for people and dogs. Prior to colonization, most tribes upheld reverence for dogs, but this was lost during early colonization efforts that outlawed important ceremonies, beliefs and values.

<u>Faculty Grants</u>	<u>Amount of Award</u>
Rebecca B. Galemba and Raja Raghunath	\$5,000.00
Scott Leutenegger, Maria Salazar, and Rafael Fajardo	\$5,000.00
Sarah Bexell, Kevin Morris, Philip Tedeschi, Michael Yellow Bird	\$5,000.00

<u>Graduate Student Awards</u>	<u>Amount of Award</u>
Matthew Klick	\$2,000.00
Wanda Lakota	\$2,000.00
Stephanie Lechuga Peña	\$2,000.00
Aleja Parsons	\$2,000.00
Lucia Stewart	\$2,000.00
Total IRISE Grants Awarded	\$25,000.00

Academic Programming and Sponsorship

PIONEER PATHWAYS PROGRAM (P3)

P3 provides support to interested incoming historically underrepresented (primarily African-American, Native American, Latina/o, first generation, low income and Asian) students as they transition into the DU Pioneer community. Through this program, P3 scholars explore and critically analyze aspects of power and privilege, while concentrating on academic enrichment and college success. This year P3 developed a new focus that provides guidance and skills to students over their four year college career as they prepare for Master’s and Doctorate Degrees at DU or at other institutions.

The program has a cohort model in which each incoming class of P3 scholars engages in a five day pre-collegiate experience prior to Discoveries Orientation and continued quarterly programming throughout the P3 scholars' tenure at DU. This summer, as a part of the pre collegiate week, the program also introduced “Power and Privilege Workshops” designed to connect students to faculty and graduate students of color who lead the session, introduce language and discussions related to power and privilege, and help transition scholars to college classroom life at DU. This year the P3 program welcomed a cohort of 13 incoming students through the week-long residential program. Of the 13 students, 11 will be continuing their studies at DU for the 2015-16 academic year. P3 had three support staff and four peer mentors this year. As the program develops the need for more supporting staff needs to increase to meet the needs of the incoming and current cohorts.

Workshops during the year included:

- Puerto Rican Studies Association Conference Graduate Student Panel, October 26, 2014
- Vision Board Workshop Facilitation, January 9, 2015
- DU Internships Workshop, January 30, 2015
- Power & Privilege Workshops, August 2014 – May 2015
- Identity Workshop through partnership with FORWARD Facilitators
- End of the Quarter Celebrations

As a part of their preparation for graduate school, P3 Scholars (new and returning) were also asked to participate in a pilot program sponsored by the Undergraduate Academic Programs Office, offering Undergraduate Research Workshops. These one hour workshops were offered in the spring to prepare participating students for research opportunities at DU or at other institutions. Three students were selected for undergraduate research fellowships for summer 2015 working with DU professors in their field on a project of interest. The three students, a first, third and fourth year, will have the opportunity to present their work at an Undergraduate Research Symposium in the 2015-2016 academic year. The 2014 Cohort Scholars were also asked to participate in individual student meetings, with the IRISE Graduate Fellow and the Director IE of CAPPs in both the fall and winter quarters, meeting half of the group in one quarter and with the other half in the second quarter. P3 Scholars also had to have 30 minute

meetings with their peer mentors three times a quarter to check in on how their studies were going and to see if they needed any help.

This fall, the 2015 cohort will welcome 25 new students to DU. This group will be the first to participate in newly developed weekly workshops intended to allow for regular contact between the Director IE of CAPPs, IRISE Graduate Fellow and P3 Peer Mentors and with the P3 Scholars and to provide information to guide them through their first year at DU and beyond. Six Peer Mentors will also work as a team to provide additional support to the scholars as they navigate the DU system. In spring 2016, P3 will graduate its first cohort of ten seniors. The P3second, third and fourth year students will lead the creation of a graduation tradition for this year's inaugural program beginning in the fall. These seniors will also participate in the Profiles of Excellence, a CME graduation celebration highlighting student achievements toward a more inclusive DU.

Moving forward, the P3 Program would like to develop a more united cohort and community feel. As the incoming class for next year will be much larger, the program will have to be very intentional about how to maintain student engagement. Conducting more Power and Privilege sessions will be important as well, working to connect students to key institutional agents who will help foster their personal, academic, graduate, and professional career goals.

ROGER SALTERS SUMMER DOCTORAL INSTITUTE (RSI)

Named after the distinguished Dr. Roger Salters, the Roger Salters Institute (RSI) continues his work by engaging doctoral students from historically marginalized populations to pursue faculty and administrative positions in academia. The Salters Institute provides doctoral students with insights, information, and words of wisdom from faculty and administrators who have spent their careers navigating the racialized and gendered reality of academe.

RSI Writing Workshops

IRISE piloted the first **RSI Writing Institute**, which was a great success. The foundation-building for the Writing Institute began in the fall quarter when Graduate Fellow Varaxy Yi reached out to the Writing Center faculty and Dr. Tayana Hardin, English professor and began laying down plans for a writing retreat. During the winter quarter, we began to rethink what the writing retreat could look like and decided to plan ways that would make the retreat as useful as possible for participants. Dr. Nicole Joseph, Curriculum and Instruction professor also joined in the planning meetings. The RSI Writing Institute was born out of these conversations and collaborations. In the process, not only did we develop successful partnerships with campus organizations and individuals, we built a foundation for a program that can be repeated and sustained for years to come. We received 28 applications for the Institute.

The **RSI Workshop Series** consisted of four in-person workshops, led by our campus partners, and two individually scheduled FLEX consultations with the Writing Center and the Library Research Center. Students were asked to attend all meetings; however, the purpose of the FLEX workshops was to allow for flexibility given the nature of doctoral students' hectic schedules. We did not require proof of completion of the FLEX activities; however, some students chose to inform us of completion of these activities on their own.

Workshop 1: Planning for Academic Writing, April 10, 2015 [4:00 - 6:00pm]

- Facilitated by Dr. Nicole Joseph
- 28 Registrants; 24 Attendees

Workshop 2: Robust Reading Strategies, April 24, 2015 [3:00 - 5:00pm]

- Facilitated by Dr. Juli Parrish
- 28 Registrants; 24 Attendees

Workshop 3: Breakthrough Writing Strategies, May 1, 2015 [3:00 - 5:00pm]

- Facilitated by Dr. Tayana Hardin
- 28 Registrants; 24 Attendees

Workshop 4: Revising Strategies, May 8, 2015 [3:00 - 5:00pm]

- Facilitated by Dr. Sarah Hart-Micke
- 28 Registrants; 17 Attendees

FLEX: Library Reference Consultation

- Facilitated by Writing Center Consultant
- 28 Registrants; 12 Attendees

FLEX: Writing Center Consultation

- Facilitated by Reference Librarian
- 28 Registrants; 6 Attendees

(Optional) Writing Session, May 15, 2015 [3:00 - 6:00pm]

- 1 Attendee

RSI Writing Retreat

The **RSI Writing Retreat**, held June 12-13, 2015, served as the culminating event of the entire Institute. The purpose of the retreat was to provide the space for students to dedicate two days to writing. The retreat was held at the Mt. Evans Field Station Cabin and was staffed by Varaxy Yi Borromeo & Anthea Johnson Rooen, featured three facilitators: Dr. Sarah Hart-Micke, Dr. Juli Parrish, and Dr. Tayana Hardin, and hosted 18 attendees.

Moving Forward

Overall, feedback for the RSI Writing Institute has been positive. We are currently in the process of expanding the Institute offerings to master's-level graduate students in the fall and expanding the doctoral-level format across two quarters in winter and spring.

LIGHT YOUR F.I.R.E: FOSTERING INTERDISCIPLINARY RESEARCH FOR (IN) EQUALITY:

This program was developed in partnership with the University Libraries in response to a survey they administered to DU Graduate students requesting feedback on what types of activities and programs would enrich their academic experience at DU. The students requested more opportunities for interdisciplinary conversation and collaboration. The CME and IRISE (represented by Anthea Johnson Rooen and Graduate Assistant Kawanna Bright) collaborated with the team to create this event. The afternoon included opportunities to network with other graduate students, explore research topics related to inequality, and learn from a panel of students and faculty about their research. Students connected with potential collaboration partners at the event. Twenty students, faculty and staff were in attendance. The participants enjoyed the event and requested that another event be hosted in the new school year.

CRITICAL CULTURAL STUDIES LECTURE SERIES

As part of a working group to examine the feasibility of creating a cultural or race and ethnic studies curriculum at DU, IRISE collaborated with various campus units to sponsor a Critical Cultural Studies lecture series. The lectures were designed to provoke conversation at DU about the importance of disciplines like Queer and GLBT Studies, Disability Studies, Race and Ethnic Studies, and other programs that interrogate questions of power and privilege. The primary goal is to consider how and in what ways such programs can be built at DU. The campus lectures included the following:

- **Dr. Daryl Maeda, Chair of the Ethnic Studies Department, University of Colorado Boulder, “Martial Movements: Bruce Lee, the Transpacific, and Critical Area Studies”**
Co-sponsored by the ACLU, Black Law Student’s Association, and the Sturm College of Law’s Office of the Associate Dean of Institutional Diversity and Inclusiveness
- **Dr. Amy Villarejo, Chair and Professor of the Department of Performing and Media Arts at Cornell University, "Talking Heads: Queer Television of the 1980s"**
Co-sponsored by the Department of Media, Film, and Journalism Studies
- **Dr. Eduardo Bonilla Silva, Chair of the Department of Sociology, Duke University, “Now You See It, Now You Don’t! Racism in Post-Racial Times”**
Co-sponsored by the Center for Multicultural Excellence

Faculty, students, administrator’s and community partners from across campus were invited to participate, with over 250 attendees participating in various lectures. IRISE contributed approximately \$3,000 to the lecture series.

ADDITIONAL LECTURE AND EVENT SUPPORT

IRISE also provided support for various campus lectures and events related to its mission, including:

- **A lecture by Dr. Pedro Noguera, Peter L. Agnew Professor of Education at New York University and Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools Challenging Racial Disparities in School Discipline Outcomes, “Best Practices for Educators, Parents and the Community”**
Co-sponsored by the Graduate School of Social Work
- **Sesquicentennial Conversations: Miscegenation Law, Marriage, Equality, and the West, 1864-2014**
Co-sponsored by the Department of History, Office of the Provost, and the Colorado Trial Lawyers Association
- **A lecture by Dr. Carolyn Finney, Environmental Science, Policy and Management Program at the University of California, Berkley to speak about her groundbreaking book, *Black Faces White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors.***
Co-sponsored by the Department of Geography and Environmental Sciences, the Colorado Women’s College, and City Wild (Wilderness Institute of Leadership of Development)
- **Biennial Puerto Rican Studies Association Conference at the University of Denver**
Co-Sponsored by the DU Latino Center for Community Engagement and Scholarship (DULCCES) and Arts, Humanities & Social Sciences (AHSS)
- **The Annual Symposium of the Denver Law Review, “Crimmigration: Crossing the Border Between Criminal Law and Immigration Law”**
Co-sponsored by the Denver University Law Review and the Rocky Mountain Collective on Race, Place, and Law

Faculty, students, administrator’s and community partners from across campus were invited to participate, with over 300 attendees participating in these various lectures and events. IRISE’s provided \$7,000 in support.

Infrastructure and Other Campus-Wide Initiatives

IRISE BLOG

With administrative support provided by the Center for Judaic Studies and University Technology Services, an IRISE blog was launched in January 2015. The blog serves as one platform by which to engage the campus and the external community around some of the core questions and issues vexing the researchers associated with IRISE. Key among such questions and issues is understanding the “I” in IRISE. The “I” refers not only to the words

“interdisciplinary” and “incubator,” but also to the consequences as well as meaning of failing to achieve “equality” in a socially complex and diverse world. IRISE Postdoctoral fellows are contributors to the blog as well as IRISE associate faculty and guest scholars. See www.du.edu/irise/blog.

CRITICAL CULTURE STUDIES @ DU TASK FORCE

The Assistant Provost of Inclusive Excellence Campus and Research Initiatives co-chaired an interdisciplinary task force comprised of faculty, students, and staff on campus to explore the possibility of creating a critical cultural studies curriculum at DU available to undergraduate and graduate students. The Associate Provost’s charge to the working group was to: 1) review existing course and programmatic opportunities at DU focused on ethnic and/or critical cultural studies; and 2) generate a report that included detailed recommendations for how DU might expand curricular, research, and programmatic opportunities for academic engagement focused on ethnic and/or critical cultural studies.

The working group accordingly examined peer and other institutions for models that would be appropriate to DU. After sustained and careful review of colleges and universities around the country, the working group found a number of interdisciplinary programs and centers focusing in various ways on the study of race, inequity and social change. Many of these programs engaged in direct consideration of issues at play in their immediate geographical contexts, and many of them work within strongly collaborative models for engaging departments, centers, and units across their campuses. Examples include:

- Portland State University’s School of Gender, Race and Nations which focuses on inequalities and social change globally and in their immediate context, focusing on direct partnership with a number of Area Studies across their campus and on community-based learning outcomes;
- Creighton’s American Studies program with its focus on ‘interdisciplinary, comparative, transnational, and theoretical’ approaches;
- Emory’s program in Interdisciplinary Studies in Culture and Society which includes several concentrations (including Race and Difference Studies);
- and University of Virginia’s American Studies’ concentration in race and ethnicity which seeks not only to study but to challenge “the definition of a unified and unique American culture, through an interdisciplinary and intense look at the various elements that make up that culture.”

After also reviewing DU’s various programs and speaking with visiting speakers from relevant programs at the University of Colorado, Boulder, Cornell University, and Duke University, the working group discovered the viability of creating a race and ethnic studies program at DU while having the opportunity to be a leader among our peers in the program that DU creates. The working group thus is recommended that IRISE work in the coming academic year to begin laying the groundwork for a comprehensive program in race, inequality, and social change. The purpose of such a program would be to break uncharted ground at DU with a new program whose title does not carry any of the baggage—and limitations—of established programs in “American Studies” or “Ethnic Studies;” and whose vision enhances DU’s mission by combining the study of racial inequality with local as well as global considerations, while working closely and collaboratively with programs, centers, and Area Studies concentrations across DU’s campus to empower and transform our students and faculty to engage and be leaders in a diverse and complex world.

DIVERSITY RECRUITMENT EFFORTS

The Assistant Provost for Inclusive Excellence Research and Curricular Initiatives has also worked directly to support efforts to increase the compositional diversity of domestic historically underrepresented individuals at DU. These efforts take both direct and indirect form. During the 2014-2015 annual year, the Assistant Provost met faculty candidates for searches in the Departments of Sociology, Psychology, and Communications as well as faculty searches in the Morgridge College of Education and the Dean Search for the School of Engineering. The Assistant Provost also participated in the job talks for three searches in the Department of Sociology. For those faculty candidates who have research interests that implicate IRISE’s mission and vision, the Assistant Provost

worked with chairs of Departments to enhance a faculty candidate or graduate student candidate's package and or to support a candidate's consideration of whether or not the University and its location would be a good fit.

In Summary

In summary, there has been tremendous energy and excitement surrounding IRISE's various activities for the 2014-2015 Academic Year. The Postdoctoral Fellows have brought different parts of campus together in shared intellectual concerns and critical engagement. The Assistant Provost has worked to create meaningful opportunities to bring different parts of campus together in shared intellectual concerns and critical engagement around research and academic programming. The opportunities are designed to be long-lasting and built upon faculty-faculty, faculty-post-doc, faculty-student and DU-community relationships that will grow and strengthen over time. Along with its Postdoctoral Fellowship Program, IRISE is well-positioned and has unique campus-wide capacity to incubate, connect, build, and grow DU's reputation as a center of cutting-edge interdisciplinary research on issues of inequality, social justice, and inclusivity.

College Access and Pipeline Programs

The Director of Inclusive Excellence College Access and Pipeline Program position was developed in 2012 by the Associate Provost for Inclusive Excellence and the Assistant Provost for Campus and Community Partnerships. "College access (and success) refers to the field occupied by organizations working to ensure that all students graduate from high school with the ability." --The Root Cause, Social Issues Report: September 2010

Vision: To create educational equity for students and to be the University of Choice for historically underrepresented students.

Mission: The College Access and Pipeline Program (CAPP) will fulfill the DU commitment to the public good and commitment to Inclusive Excellence by providing and supporting college access related activities and initiatives designed to increase in historically underrepresented students and graduate with their college degree(s) in general, and the University of Denver in particular.

Often, as this area has experienced, college access and success converge there by creating a stronger and more seamless transition from high school to the post-secondary environment at the University of Denver.

For the 2014 – 2015 academic year, the College Access and Pipeline Program area, including work with K-12, undergraduates and graduate students, led by the Director of Inclusive Excellence (IE) College Access and Pipeline Programs, this unit was also comprised of:

- 1.5 Inclusive Excellence Fellows – one for the Native American Initiatives and one for Graduate Access/Success (fall, winter and spring quarters)
- 1 student staff for the Black Male Initiative Summit (BMIS) (winter-spring quarters)
- 2 student staff on Pioneer Pathways Program (P3) (fall, winter and spring quarters)
- .5 Graduate Fellow for P3 and Roger Salters Institute (RSI) (fall, winter and spring quarters)

Below are the programs and initiatives this unit focused on this year related to college access:

College Access

NATIVE AMERICAN SUMMER RESEARCH PROGRAM (TRIBAL COLLEGE UNDERGRADUATES)

For the second year, in partnership with the American Indian College Fund (A*CF), DU is hosting two Tribal College undergraduate students for six weeks (June 15 – July 24) this summer. This research initiative is managed under IRISE and is part of a 4 year grant managed by the A*CF. The students will reside on our campus and will meet with DU Native and non-Native faculty in their area of interest and related to the research project and work they are doing at the A*CF. They will have opportunities to work in CME, with CME and other DU staff as needed. Last summer's participants enjoyed the experience and appreciated being a part of the Roger Salter's Institute and eCRT conference, a two day event that occurred two days after their arrival. The two scholars said that the conference challenged them to consider pursuing a Master's or PhD in their field of interest. They enjoyed living on the DU campus for the summer and learning more about what the campus has to offer academically.

DIVERSITY IN COLORADO HIGHER EDUCATION (DCHE) NETWORKING RECEPTION AND CONFERENCE

On Saturday, February 7, 2015, the IE CAPP's Director participated for the second year in the DCHE Networking Reception and the poster session. The poster presented included information about and background on the Black Male Initiative Summit (BMIS) and was an opportunity for DU to share information about one of our most successful College Access initiatives. Affinity Caucuses provided participants with the opportunity to discuss issues of Higher Education through a particular ethnic lens and explore possible solutions that might work at their home institutions.

BLACK MALE INITIATIVE SUMMIT (BMIS)

The University of Denver’s sixth annual Black Male Initiative Summit (BMIS) was held on Friday, May 8, 2015. The Summit was sponsored by the CME, Daniels College of Business and the Graduate School of Social Work

Black Male Initiative Summit Planning Committee:	
Coordinator:	Anthea Johnson Rooen
Co-Chairs:	H. Ray Keith Jason Shankle
Curriculum and Facilitators:	H. Ray Keith Jason Shankle Justin TenEyck
Logistics and Volunteers:	Darren Harvey
Marketing:	Mawukle Yebuah
Fundraising:	Mawukle Yebuah Anthea Johnson Rooen
Schools and Community Partnerships:	Makida Yilma Brooklyn Batey Cameron Simmons
Community Members:	Antoine Quichocho Michael Wilkens Charles Gilford Dr. Tarik Walker

The main objective of the Summit is to address and uncover sustainable solutions for the low persistence of Black male college students attending predominately white institutions. The purpose of the program is to develop a pipeline for young Black males from middle school to college. The program provides knowledge based on the importance of attending college as well as a college going mind set, and providing the tools to be academically driven and successful throughout their journey. The Summit provides 8th and 9th grade Black male students with an opportunity to participate in a program that promotes leadership, academic achievement and community involvement while developing their Black male identity.

The 2015 Black Male Initiative Summit theme was “I am the Master of my Fate: Engage, Empower, Excel: The Power of the Counter Narrative.” The curriculum was developed by the planning team this year. The theme was developed in response to current events related to young Black men being victimized by police in some communities, negative portrayal by the media, and the need to help our scholars to find their voice qualitatively, as well as through the data provided by the BMIS scholars that attended the 2014 Summit. Our scholars learned about the power of their voice and telling their story.

For the third year the BMIS offered an adult learner track. Adult learner track workshops, led by Dr. Frank Tuitt, Associate Provost for Inclusive Excellence, Dr. William Cross, University of Denver Faculty and Dr. Debra Mixon Mitchell, Director of Diversity Recruiting, engaged parents, educators, and community members in discussions focused on Black male identity and identity development as it related to this year’s theme.

2015 BMIS Participant Numbers:

8 th Grade	46
9 th Grade	38
10 th Grade	27
11 th Grade	15
Grade not identified	10

Registered Scholars	136
Attended	100
Adult Participants (Educators, community members, counselors, parents, guardians)	40
Facilitators (DU undergraduates, graduates and community members)	22
Volunteers (DU undergraduates, graduates and community members)	11

Due to annual reduction of program funds, the committee was more aggressive about raising funds for the conference in order to create a quality experience for the young men. We reached out to over 23 businesses in the community and DU departments and organizations. This year we were able to raise \$4945 to host the 2015 due to the generosity of the following donors:

Name of Org or DU Depts:	Donation
Premier Manufacturing	\$ 600.00
Google	\$2000.00
Graduate School of Social Work	\$500.00
Daniels School of Business	\$1500.00
Puksta Scholars	\$245.00
Black Student Alliance	\$100.00
Total	\$4945.00

This amount was adequate enough to nearly cover the entire cost of the program.

The overall structure of the BMIS is a successful program. Moving forward, the team is considering launching a new program for young Black females similar to the BMIS. Two motivated, organized DU undergraduates have already volunteered to coordinate this project, hopefully in fall 2015. The two programs will be hosted separately to allow full focus on each group and their needs and development.

BLACK MALE INITIATIVE SUMMIT SCHOLARS PROGRAM (BMISSP)

2015 BMIS Scholars Program

The BMIS Scholars Program was developed last fall to maintain contact with the Summit participants throughout the academic year, increase the number of students we are able to connect with in a year, and provide additional information about preparing for college and to share the opportunities a postsecondary education can provide in the future. This year-long program offers Summit participants additional workshops and visits to DU, local companies and other four year institutions. These workshops and visits provide the Scholars with information about college as well as information and tools necessary to apply and be accepted to their future institution of choice. In the spring the scholars had the opportunity to visit DU as part of the Law School's Pipeline Conference to learn about careers in law for people of color; and University of Colorado (CU) at Boulder to learn about the CU community, tour the campus and learn about the academic opportunities CU has to offer. Over 40 scholars registered for the events, with approximately 12 Scholars participating at each event and three volunteers at each program.

DU AFFINITY LEADERSHIP CONFERENCES

The Retention of Youth and Latino (R.O.Y.A.L.) Leaders Conference and the Empowering Women of Tomorrow Youth Leadership Conferences both assist the CAPPs team with the mission of College Access in the Latina/o communities. Both conferences share information about attending college while learning about what it means to be a strong community leader within their culture from DU students and community leaders who identify as Latina/o.

- **R.O.Y.A.L. Leaders Conference (Sigma Lambda Beta)**

Sigma Lambda Beta, as a national organization, is committed to providing endless opportunities to the communities that our members originate from. The R.O.Y.A.L. Leaders Conference is one of those opportunities that can benefit at minimum 150 plus male students from surrounding Denver metro area high schools. The conference, held on Friday, April 24, 2015, provided many of these students with the first opportunity to experience college firsthand. The conference proved both beneficial for both the students and schools as we engaged the students in critical thinking workshops to inspire them to finish high school and continue into postsecondary options. The conference began with an inspiring message from the keynote speaker, followed by five different workshops, each with a unique way of building the student's leadership and college readiness skills.

The CME staff provided advice and resources to the conference coordinators and our office offered \$500 of support (from the Campus Partnerships, Student Success and Access and the College Access budgets) to the event.

- **Empowering Women of Tomorrow (Pi Lambda Chi)**

Pi Lambda Chi Latina Sorority, Inc., hosted their annual "Empowering Women of Tomorrow" Youth Leadership Conference Friday, November 7th, 2014 at DU. The mission statement of the conference is to "empower the women of tomorrow by empowering the girls of today". Their ultimate goal is to create, and unite, a community of young women who aspire to go on to higher education. The workshops promote the acquisition of practical college skills, financial aid literacy, and how to manage the overall transition into college life. The various educational workshops placed an emphasis on topics such as positive self-image, women's health, college life and professional skills.

NEW IE GRADUATE STUDENT WELCOME BREAKFAST AT THE DIVERSITY SUMMIT

Due to the success of last year's event, newly admitted graduate students were invited for the 3rd year to attend the Graduate Student Inclusive Excellence Welcome Breakfast, hosted by CME and the Office of Graduate Studies (OGS), on Friday, January 23, 2015. This was an excellent opportunity to connect with OGS and CME staff, various graduate program representatives, as well as meeting other new and current DU graduate students from various campus affinity organizations, and other admitted graduate students. Twenty graduate students and five representatives of graduate student organizations were in attendance.

DU GRADUATE FAIR

For the 3rd year the CME hosted a table as part of the Office of Graduate Studies' annual Graduate Fair. CME representatives shared information about CME Services and programs, information about the Graduate Affinity group organizations (BGSA, LGA, Sistah Network, etc.), as well as general information about CME and DU's commitment to IE. This year the Director IE CAPPs also hosted two information sessions sharing information about IRISE and the graduate affinity groups including the Black Graduate Student Association (BGSA), Latina/o Graduate Association (LGA), Sistah Network and the Graduate Women Coalition (GWC).

ACT TEST PREPARATION WORKSHOPS

The CME partners on two ACT test preparation workshops:

- **DU's ACT Preparation Program – 2nd year:** For the second year in a row, the DU Undergraduate Admissions Office, Volunteers in Partnership (VIP), and CME offered an eight week test preparation workshop, in September - October 2014 and January– March 2015, with three practice exams. Students from VIP partner schools and South High schools are invited to take the course. This year both sessions were full, with 40 students per session. Participating students paid \$100 to take the course, including the cost of the books. This year, to reduce program costs, students were loaned the test prep books and had to return them at the end of the course. On average students participating in the course improved by 2 - 3 points on the overall exam.

- Moving forward, the program will continue to offer courses in the fall and winter, and is considering offering another course in summer 2016.
- **DELTA ACT Preparatory Program – 3rd year:** For the third year, CME, in partnership with the Sturm Law School and the Office of Undergraduate Admissions, sponsored the Delta ACT Prep Program’s DU visit and pretest on Saturday, October 18, 2014. Seventy students and 20 parents participated in the visit. CME donated \$300 toward the cost of the test preparation books.

DU COLLEGE ADMISSIONS AND RECRUITMENT OFFICERS DUCARO MEETINGS

DUCARO is comprised of members from graduate departments across the DU campus, who have the responsibility of recruiting new graduate students to their programs. The Director for IE CAPPs attends these meetings, working with them to help increase the number of historically underrepresented students (HUS) in graduate school at DU, encouraging the schools to work more closely together, and collaborating on programs for HU Graduate students.

GRADUATE STUDENT SERVICES WORKING GROUP MEETINGS:

The Graduate Student Services Working group includes members from graduate departments across the DU campus who are responsible for providing resources in their department designed to not only retain graduate students, but to also help them to thrive in their departments. The Director for IE CAPPs attends these meetings, working with the team to help retain the number of HUS currently enrolled in graduate school at DU, encouraging the schools to work more closely together, and collaborating on programs for HU Graduate students. This year, the Director was asked to develop a presentation for the group on “Promising Success Strategies to Retain Historically Underrepresented Graduate Students.” In addition to the presentation, a list of articles was provided to the group to share with their schools, as well as national data and data by department from a graduate student of color survey CME created and administered. These resources allowed the group to hold a discussion on what might work for their areas and what has been successful so far.

SLATE IMPLEMENTATION MEETINGS:

The Director IE for CAPPs was involved this year in meetings to implement a new recruitment program, currently used by the Office of Undergraduate Admissions, called SLATE. Meetings revolved around discussions of SLATE’s capabilities and discussed how SLATE can be customized for DU and for each department’s unique needs. The team made decisions about various components and learned about how to use the software in a training environment. DU’s version of SLATE will “go live” July 1. SLATE’s capabilities also include the ability for various groups like CME to message select groups of graduate students to share information about events, programs and announcements related to academic success at or access to DU.

CAREERTREK 2014 EXPO

The CareerTrek 2014 Aurora, is a unique, one-of-a-kind career fair designed to get 8th grade youth thinking about their future education and career goals. This annual event is particularly remarkable since it is designed to accommodate the entire county’s 8th grade population and introduce them to professionals in their selected industry choices as well as various educational institutions (colleges/universities – technical, 2-, 4- year institutions from around the state. Students learned about DU, the types of academic programs (majors and K-12 programs) the university has to offer, and how they can remain focused on their academic goals through high school.

AISES CONFERENCE 2015

The mission of the American Indian Science and Engineering Society (AISES) is to substantially increase the representation of American Indians and Alaskan Natives in science, technology, engineering and math (STEM) studies and careers. Annually, AISES hosts a national conference offering DU a great opportunity to connect with AISES and for DU to send students to the National Conference at a greatly reduced cost. This year, the Director for IE CAPPs and the CAPPs IE Fellow raised enough funds from across the campus to take eight students from DU’s Native Student Alliance (NSA) to the conference in Orlando, Florida this year, November 12 - 16. The College of Engineering and Computer Science was among our largest supporters. While at the conference students participated in a private visit with the Universal Studios’ Creative team. The team talked with the AISES students

about various careers at Universal Studios and opportunities to serve as summer interns for the company. The students helped host a DU table during the College and Career Fair on the second day of the conference and were able to attend the conference workshops offered on the 3rd day. Participating students said that they appreciated connecting with so many other Native American students who had similar study areas of interest, and the opportunity to connect culturally at the same time. In 2015, the goal is to bring an even larger delegation of students to AISES 2015 in Phoenix, Arizona. Also, the IE Fellow for Native American Initiatives helped the students to begin the process of starting an AISES Chapter on the DU Campus. The faculty sponsor is Dr. Robert Whitman, Electrical Engineering Professor and longtime AISES supporter. The chapter advisor is Naomi Bishop, Science and Engineering Research Librarian in Anderson Academic Commons who, as a student created an AISES Chapter on her undergraduate campus.

Success

LATINA/O GRADUATE ASSOCIATION (LGA)

LGA is committed to providing avenues to advanced degrees for Latina/o students and has a full leadership board consisting of elected graduate students from the LGA membership. Student meetings occur bi-weekly and discussion topics include but are not limited to college access and success for Latina/o graduate students and campus climate for all students of color. This year, the Second Annual Educational Pipelines Conference held on May 8th provided the opportunity for 30 undergraduate Latina/o students to explore graduate degree fields and begin planning their individual paths toward graduate degrees.

BLACK GRADUATE STUDENT ASSOCIATION (BGSA):

The Black Graduate Student Association, in its fourth year at DU, and in accordance with the national charter, serves to:

1. Increase the number of graduate and professional students of African descent by encouraging undergraduates to pursue graduate and professional degrees
2. Provide resources that will enhance the likelihood of academic and career success of current graduate and professional students, and
3. Develop a network of emerging scholars of African descent who are dedicated and sensitive to the needs and concerns of an increasingly diverse academic community.³

ARROW ELECTRONICS INTERNSHIP PIPELINE PROGRAM

The Arrow Electronics Internship Pipeline Program is designed to prepare historically underrepresented students (African-American/Black, Native American, Latino/a/Hispanic, First Generation College and low income students) to be successful in a corporate environment. The CME Staff driving (Director IE for CAPPs, Director IE for Student Success and Leadership and two student coordinators) this initiative developed a candidate pool of 15 students who applied for the program through workshops and other professional development opportunities, and offered them an opportunity to interview for eight internship positions for Arrow Electronics for the summer of 2015. Arrow Electronics was interested in interviewing Accounting, Finance, Engineering, Computer Science and International Studies in Finance, Trade and Economics majors in particular. The intern candidates were invited to an open house at the beginning of February to learn more about Arrow and to network with company contacts and past Arrow Interns. Participating students attended workshops hosted by the Office of Graduate Studies Graduate Career Services Office on topics including resume writing and review sessions, interviewing skills, and "Dress for Success." Students also were invited to a company visit at Arrow's Tech Center Campus to meet top level management and learn more about available opportunities at Arrow. A \$5000 donation from Arrow allowed

³ <http://www.nbgsa.org/index.php/about/overview-mission-objectives>

the CME to hire two students to administer the program, and allowed the team to provide food for each event. This program was also in partnership with DU's Undergraduate Career Services and the Daniels College of Business.

STUDENT OUTREACH MEETINGS - MARCH 2015

The CME Access and Success Teams, along with other staff members from divisions across campus including Student Life, Financial Aid, and VIP, reached out to first time, first year students of color at DU to invite them to meet face to face with a staff members to learn how the student's experience at DU had been so far and if the staff member could be a resource to the students facing challenges. Each staff member met with 20 – 25 students during the course of 4 weeks. If a staff member was in charge of an academic neighborhood, he or she met with their own students, plus a few more depending on the size of the student list. During the conversations students were asked a series of questions designed to learn more about their experience at DU. The hope was that these brief conversations would help DU to retain these students at a higher rate while providing valuable resources and support.

Fundraising

CO-AMP GRANT

The Colorado Louis Stokes Alliance for Minority Participation (CO-AMP) is an innovative consortium of fourteen community colleges and four-year institutions, and four Native American tribes in Colorado and the Four Corners region. The Alliance's mission is to double the number of historically and currently under-represented American Indian, African American, Hispanic and Pacific Islander students earning bachelor's degrees in Science, Technology, Engineering, and Mathematics. CO-AMP fills a critical gap by delivering programs to underrepresented students in STEM fields. CME and IRISE secured a \$3000 grant from CO-AMP with future funds of up to \$20,000 to use for STEM related retention and recruitment activities. DU is the first private college/university to join the national and state organization. This grant will be managed under IRISE.

With CO-AMP support, P3 will work to improve, expand or create math skill building and science course assistance programs at DU by linking tutoring and student mentoring to current graduate students and faculty from historically underrepresented backgrounds. The ability to connect DU CO-AMP students with other students from similar backgrounds and ethnicities is vital. CO-AMP funds will also contribute toward STEM undergraduate research for students to develop their experiences and marketability, while connecting with key STEM faculty members at DU as well as current graduate students from historically underrepresented backgrounds. Through their research experiences scholars will be encouraged to explore options for graduate school and summer STEM research programs at other institutions.

Through IRISE, undergraduates will have access to expert advice about applying to graduate school and how to prepare, as well as access to current graduate students to act as mentors.

Student Group Advising

SISTAH NETWORK

The Sistah Network is committed to helping Black women who are graduate students at the University of Denver contend with the pervasive challenges they face related to graduate student socialization and academic persistence. The Network meets two to three times per quarter; and membership is open to anyone, though its organizational priorities and aims are fixed. Our membership is up to 90 Black women, including current DU students, faculty, staff, and alumni. We also have members from neighboring and on-line institutions. This year we hosted six workshops led by Black female faculty, staff and students from DU, with information to help the Sistahs navigate the Doctoral process on topics like, "Conducting Quantitative Research/Performing Data Analyses," "Organizing a Job Search" and "CV/Resume Writing and Job Search Correspondence." Future plans include hosting a conference in the winter or spring for institutions interested in starting their own Sistah Network Chapter and challenging more of our current doctoral students to host some of the workshops themselves for the women who are working on their Master's degrees or for those who are just starting to embark on the doctoral journey.

- **Sesquicentennial Project:** On Thursday, October 9, 2014, the Sistah Network hosted the Sesquicentennial Project, “DU 150 Celebration of Black Women” at the Anderson Academic Commons Event Room. DU’s Sistahs celebrated Black women who have graduated from the University, and have made extraordinary contributions to the Denver community and throughout the U.S. This event highlighted DU’s commitment to excellence and inclusiveness, while generating new knowledge about DU’s history. The evening included three) alumnae panelist/guest speakers and a reception. Due to the lack of photographs of African American women attending DU, the program sparked a current project to develop a photography and archive of Black alumnae, headed by Archive Librarian, Kate Crowe, PhD and Morgridge College of Education professor, Nicole Joseph, PhD.
- **Women’s Coalition:** This year, the Sistah Network participated in the Women’s Coalition. Dr. Nicole Joseph and the Director IE CAPPs served as representatives for the Sistah Network at these meetings and contributed to the development of policies and coalition guidelines.
- **Journey Women Writers Group:** This group was started by request from a PhD student one year ago, who needed motivation, accountability, guidance and encouragement for writing her comps. Today this group continues to provide Sistahs with a group to share their writing and ideas with while challenging their thoughts to produce a better end product, in a nurturing, supportive and intellectual environment.
- **Doctoral Presentation Preparation:** This year the Sistah Network also provided Mock Defenses to help prepare two PhD Candidates, Andriette Jordan–Fields and Dr. Vicki Collins, for successful dissertation proposal and dissertation defenses.
 - **Graduates this year:** This year the Sistah Network saw two Master’s degree students and three PhD’s graduate. **Two of the Master’s** degree students are starting PhD Programs in the fall, including one in the Morgridge Higher Education Program!

Partnerships

THE AMERICAN INDIAN COLLEGE FUND’S ANNUAL ELDERS’ DINNER

The 14th annual Elders’ Dinner was hosted by the American Indian College Fund in partnership with CME on Tuesday, December 2, 2014 at the Cable Center. The dinner is a special event intended as a way to recognize American Indian elders and provide them with an opportunity to celebrate the holidays. Over 250 elders from an array of tribes gathered to enjoy a feast of buffalo and other treats catered by Tocabe: An American Indian Eatery in Denver owned by a DU alumni. Dr. Robert Whitman, Professor of Electrical Engineering, delivered a brief welcome and a few remarks on behalf of the University, particularly timely as DU embarked on the celebration of the Sesquicentennial. The Elders also enjoyed American Indian entertainment while they dined. During the event, elders were served by younger members of the community as a sign of respect. Fifteen DU student, staff, and faculty volunteers participated in the event.

CME proudly served as a sponsor by covering the cost of using the Cable Center (\$1,800). CME coordinated volunteers from the DU community (Native and non-Native) to assist with serving, decorating and cleaning up after the event.

PUERTO RICAN STUDIES ASSOCIATION CONFERENCE GRADUATE STUDENT PANEL

The Director IE CAPPs coordinated a Graduate School Panel for the Puerto Rican Studies Association’s National Conference on October 26, 2014 with Dr. Salvador Mercado, Associate Professor of Spanish, and Roberto Corrada, Chair in Modern Learning in the Sturm College of Law. Conference attendees, as well as DU undergraduates from P3 Program and Excelling Leaders Institute (ELI) Program were invited to participate in this lively, highly informative panel. Topics such as how to apply, why should students attend, funding, family, success strategies, and time management were discussed. Four current Master’s and PhD students participated on the panel and

were invited to participate in the remainder of conference activities and events. Although only three students attended the panel, there were lots of questions and the discussion was lively and entertaining.

TRAINING AND DEVELOPMENT

This year the Director IE CAPPs participated in both the “Life Outside the Classroom Orientation” and the “Lessons Learned from being a Resident Advisor” sessions as part of Resident Advisor Training, and in the fall and spring Daniels College of Business Inclusive Excellence Sessions for all incoming graduate students with David Corsun and Thomas Walker.

“ACCESS IN MATHEMATICS FOR ALL” (AMA) PROJECT

The “Access in Mathematics for All” (AMA) project, an initiative created by Morgridge College of Education professors, Nicole Joseph, Terrence Blackman and Richard Kitchen, was created to make significant contributions to increasing the number of low-income students of color who pursue a degree in mathematics and secondary licensure. Over the next 5 years, this project will also engage in the important work of supporting the efforts by the Teacher Education Program to prepare pre-service teachers with the expertise needed to be successful with diverse learners in high-need schools.

CME is supporting the project by connecting AMA scholars with the P3 Program and by interviewing and employing one AMA Graduate student annually as a CO-AMP Academic Excellence Workshop (AEW) Facilitator. This project is in alignment with CME’s goals to create college access and pipeline programs for historically underrepresented students.

SOUTH AND DU PARTNERSHIP MEETING

This meeting was designed to bring all of the DU faculty, staff and departments who have partnerships with South High School together in the same room to meet and identify who the key partners are, discuss how we can partner with each other on South Initiatives and how we can develop a stronger partnership with South moving forward. The Director IE CAPPs helped coordinate this project with Lynn Schofield Clark, Ph.D., Professor and Chair of Department of Media, Film and Journalism Studies, and Cara Marie DiEnno, PhD, Associate Director of the Center for Community Engagement & Service Learning.

CME CELEBRATION: “A LOOK BACK AS WE LOOK FORWARD” PLANNING COMMITTEE

A small committee of the CME team, including the Director IE CAPPs, planned our recent CME Celebration in May to commemorate how far CME has come and to usher in the new future as CME becomes part of the Campus Life unit. Planning included meeting with the Cable Center and catering teams for the final walk through of the space, creating the RSVP Qualtrics form, meeting with Kate Crowe, an archivist at the Anderson Academic Commons, to determine the types of photos needed for the slide show and coordinating with the person creating the slideshow to get the materials needed, and coordinating with the videographers to identify times and a space to film the interviews and coordinate the students, faculty, staff and alumni to be interviewed. The event was fun and festive and a great way to send CME into its next adventure at DU!

OFFICE OF GRADUATE STUDIES GRADUATE CAREER SERVICES’ “RESUME REVIEW THURSDAYS AT CME”

In the spring quarter, the Graduate Career Services team piloted a walk in Resume Review Hours Program for Graduate Students at CME. CME offered space to the Office of Graduate Studies to allow the team the opportunity to host these types of meetings in a larger space outside of their office, and to encourage graduate students who may not know about the CME, to visit and learn more about what the Center has to offer. The pilot was successful and allowed the Graduate Career Services and the CME to connect with several students, many of whom returned for follow-up appointments, and also allowed more frequent contact with the CME staff and better communication between offices.

Focuses for 2015 – 2016

Moving forward the College Access and Pipeline Program (CAPP) area will continue to:

- *Graduate Programs* - Expand programs for historically underrepresented graduate students specifically RSI Writing Workshops and Retreat and develop an RSI Welcome Week to introduce new master's and PhD students to the communities and resources DU they can access for their academic success.
- *Native American Initiatives* - This year, DU will welcome 35 Native American undergraduate students and an unknown number of graduate students. The CAPPs area will also focus on developing a welcome event for the new students and working with the Native Student Alliance (NSA) to develop programming for other Native American students on campus.
- *Undergraduate Programs* - This area will also continue to grow the Pioneer Pathways Program (P3), adding components to help participants further develop skills that will help them apply for and be more successful in graduate school.
- *K-12 Programming* – CAPPs area will continue to develop the BMIS and BMISSP Programs and explore ways to fund both programs sustainably, while continuing to offer a college access program that also develops cultural identity and self-awareness.

Inclusion, Diversity, & Equity Alliance (IDEA): Diversity Recruiting

The hiring and retention of a highly diverse faculty is identified as crucial for the successful implementation of the mission of the University of Denver (DU). It is known that exposure to a broad spectrum of perspectives and different forms of knowledge leads to richer educational experiences and intellectual engagement for everyone. As a result, in 2014-2015, the Office of Diversity Recruiting focused on the following areas:

1. Articulating the DU's commitment to Inclusive Excellence;
2. Providing Support for the Diversification of Faculty; and
3. Developing/Revising/Providing Resources

Goal: Promote organizational knowledge and structural change needed to achieve the diversification of faculty and staff.

Staffing for the IDEA: Diversity Recruiting area consisted of:

- 1 Director of Diversity Recruiting
- 1 Graduate Research Assistant (half-time)

Articulating the University of Denver's Commitment to Inclusive Excellence

NEW EMPLOYEE ORIENTATIONS

From July 2014 through June 2015, the Director of Diversity Recruiting spoke at 11 new employee orientations providing a definition of diversity, Inclusive Excellence, and giving an explanation of why diversity and inclusion is vital to the success of the university, DU students, and DU employees.

Providing Support for the Diversification of Faculty

CONSULTATIONS

Consulted with search committees and hiring decision makers. In partnership with the Director of Equal Employment Opportunities (EEO), met with 36 search committees and hiring decision makers across the DU campus – a 28% increase from 28 last year. Information about diversity as an imperative, applicant pool data, best practices in diversity hiring and online faculty hiring information/materials were discussed/provided.

VISITING CANDIDATE MEETINGS

Met, in concert with the Associate Provost for Inclusive Excellence and the Assistant Provost for Inclusive Excellence Research and Curriculum, with 60 visiting candidates to discuss the University of Denver's commitment to Inclusive Excellence.

FINANCIAL SUPPORT

Contributed \$5000 to support travel to the DU campus for candidates who could advance our efforts to diversify faculty, or to help defray the cost of relocating to Denver.

SEARCH COMMITTEE SUPPORT

Responded to three requests for assistance with efforts to strengthen the search committee/search process due to expressed concerns.

GUEST SPEAKER FACILITATION

Facilitated guest speaker visits from scholars whose areas of expertise relate to diversity and inclusion. Speakers, including Dr. Daryl G. Smith and Dr. Eduardo Bonilla-Silva, were invited to meet with administrators, faculty, staff and students to expand awareness and knowledge among campus constituencies about these subjects

Developing/Revising/Providing - Resources

MATERIALS DEVELOPMENT

Developed and updated online faculty hiring information and materials including list of minority serving institutions, professional affinity organizations and publications, information on implicit bias, sample diversity interview questions, sample evaluation rubric, tips to recruit a diverse applicant pool, and examples of proactive language for use in position announcements.

AFFINITY GROUP SUCCESSION SUPPORT

Provided succession support for faculty and staff of color. Affinity groups serve as an important support promoting the success of underrepresented faculty and staff. The Director of Diversity Recruiting served as the liaison providing support and service to the DU Faculty of Color Association (FOCA) and Staff of Color Association (SOCA), helping to promote successful employment on campus. The average number of faculty who attended FOCA meetings over the past year was 12. The average number of staff participants who attended SOCA meetings over the academic year was 20.

POTENTIAL EMPLOYEE CONSULTATIONS

Provided consultation to 17 individuals seeking employment at DU, including information and feedback on resumes and cover letters.

DU COMMUNITY SUPPORT

Met with seven DU students/faculty/staff to discuss their concerns as underrepresented group members learning or working on the DU campus.

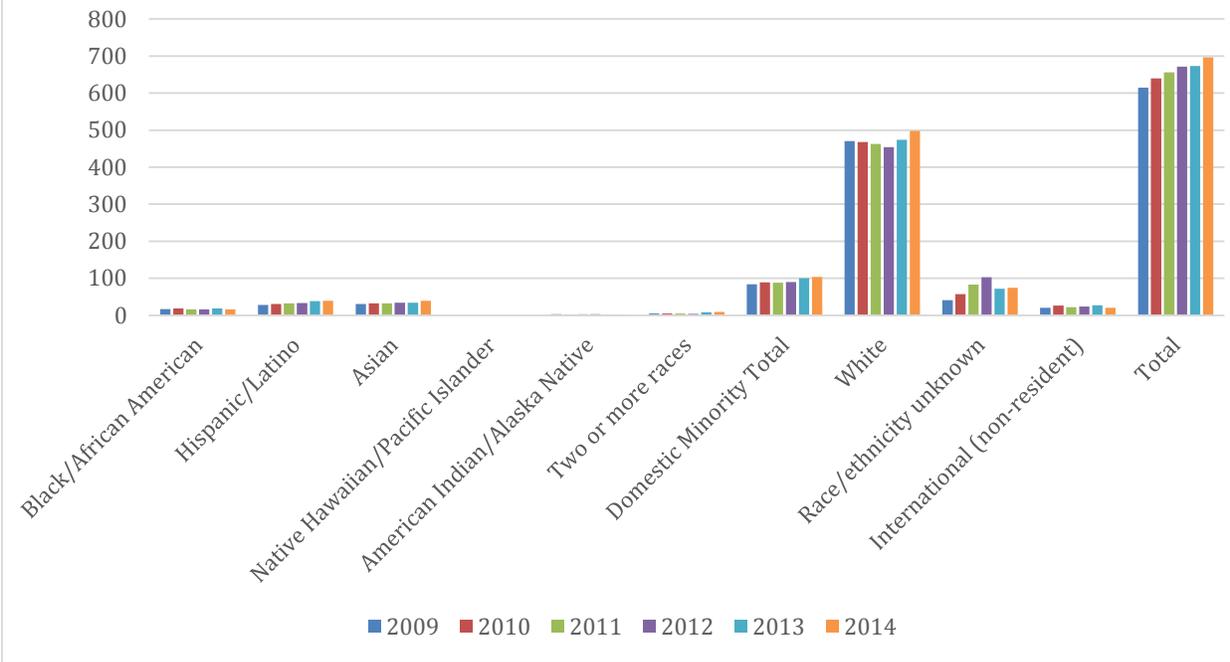
FACULTY HIRING GUIDE

Continued work to complete revisions to the Faculty Hiring Guide. The process for vetting proposed revisions to the Faculty Hiring Guide has included delays and frustrating setbacks, but work on updating the outdated guide is critical and will continue. The outdated guide currently in use fails to provide the guidance needed to advance the University's commitment to diversify the faculty.

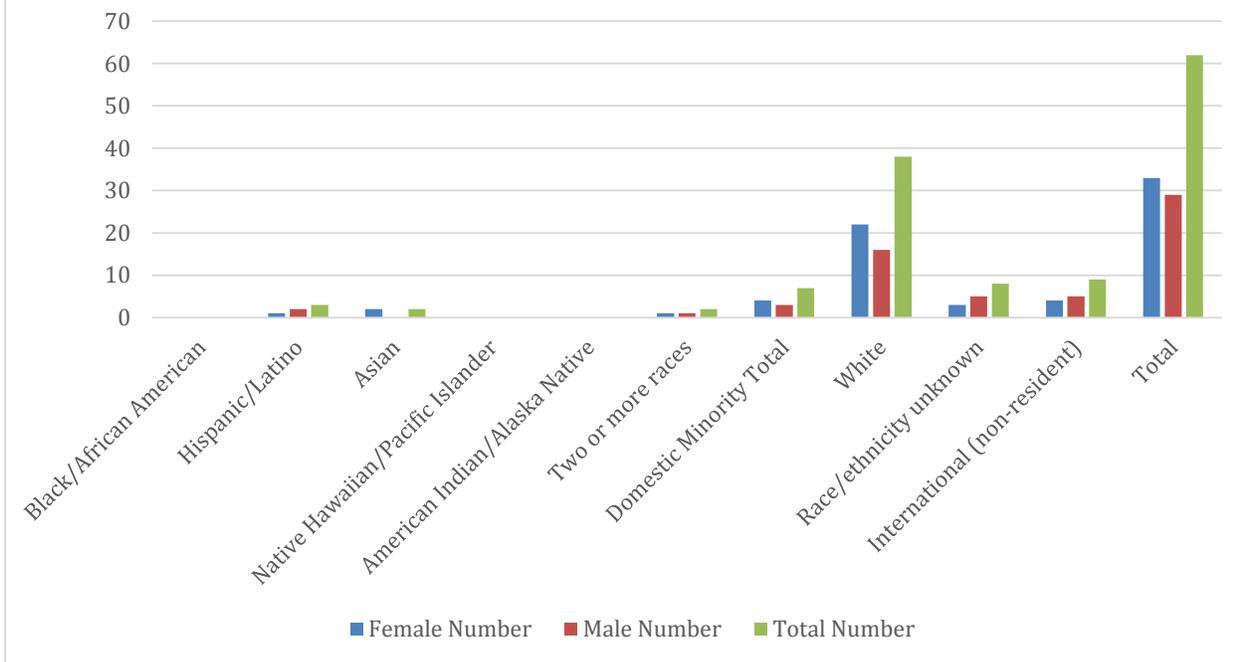
Data Report

The following charts offer a visual representation of the trends related to faculty diversity hiring. The first chart shows the changes in tenure track faculty disaggregated by race/ethnicity from 2009 to 2014. The chart indicates little to no change in the number of faculty of color over that five year period. The second chart shows newly hired faculty, aggregated by gender identification and race/ethnicity for 2013 to 2014. A review of this chart again indicates little to no change in the number of newly hired faculty of color.

Tenure Track Faculty 2009-2014 Disaggregated by Race/Ethnicity



Newly Hired Faculty by Gender Identification and Race/Ethnicity for 2014-2015



Plans for 2015-2016

First and foremost, work will continue on the creation of a resource which search committees and hiring decision-makers can use to guide and support efforts to conduct equitable and inclusive hiring processes. Effort will continue towards the development of the following trainings/preparation sessions:

- Classroom search committee prep sessions
- On-line search committee prep sessions

The final goal is to move the preparation that search committees receive beyond the development of awareness and knowledge to include the development of skills to enhance cultural competence.

IDEA: Education Programs & LGBTIQA Services

This team combines three loosely related functional areas spanning CME's specific population services and overall campus impact duties, as well as overall divisional support. The range of functions and high demand in each has contributed to less accomplishment in each than we would have liked, but great opportunity for growth as well. Led by the Director of Educational Programs & LGBTIQA Services, this descriptively-titled unit was also comprised of:

- 1 Inclusive Excellence Fellow
- 2 student staff on Ed Programs team (winter-spring quarters)
- 2 student staff on LGBTIQA services team (winter-spring quarters)
- 0 student staff on MarComm team

Educational Programs

Goal: Increase the DU Community's Inclusive Excellence awareness, knowledge and skills.

This was accomplished through three major initiative areas:

- A. Offered programs, in which DU community was invited to participate (proactive)
- B. By-request programs, which the DU community initiated, and customized and delivered by Educational Programs & LGBTIQA Services (reactive)
- C. Resources, online and hardcopy which the DU community could access as needed (passive)

A. OFFERED PROGRAMS

These events/programs were proactively offered by CME, with participants recruited to the specific event.

- **FORWARD** facilitator training, offered DU affiliates the opportunity to develop and apply their understanding and action around Inclusive Excellence (IE) on a deeper level. Participants received training from CME, and then facilitated educational presentations and dialogues for campus programs. This year, 14 participants (+ Director) attended the training retreat (held 9/26-28), and most participants were able to be qualified on and present as part of the offered and on-demand programs, described below. The off-site, overnight hotel stays were dropped in order to redirect funds to ongoing meetings.
 - 15 participants at (\$791.61 retreat + \$242.38 monthly meals) = \$1033.99; \$68.93/person (down from 2889.75 last year)
- **CO-LEADS**, regional social justice student leadership retreat (10/17), brought together college students from across Colorado to join in discussions of social justice, activism, advocacy, and social change. Students participated in a day of interactive workshops, speaker and networking sessions that challenged, grew, inspired and empowered them to make change in their own lives and their communities. This year, 16 DU students (+ Director) participated overall.

The "Bringing It Back to campus" session was continued at the end of the day, and followed up with sponsored students by email through the school year, to encourage and support their application of learnings at DU.

 - 10 participants x \$910.50; \$91.05/person
- **Queer & Ally (Q&A) Training:** Similar to "SafeZone" programs at campuses and companies around the nation, provided two to three hour interactive workshops to classes, campus organizations, offices and informal groups to increase awareness about LGBTIQ&Ally identities and increased inclusion of peoples of

all sexual orientations and gender identities/expressions. As detailed in the below grid, 16 sessions were offered to 253 participants this year, with many sessions facilitated by *FORWARD* participants.

- **Flick & Feed/Back** offered participants the opportunity to view and discuss the social issues raised in a film, over a light dinner. There was no event in the fall due to the absence of student staff, but one program was cosponsored in the spring quarter:
 - *If These Halls Could Talk* (4/21/15) with AHSS Media, Film & Journalism Studies
 - 48 participants x \$261; \$5.44/person
- Managed selection and scheduling for approximately two dozen workshops for the **Diversity Summit on Inclusive Excellence** (1/23)
- Cosponsored **“Robust Bodies” interfaith dialogue** (5/18) with the Center for Judaic Studies and DU Interfaith Advocates. As the dialogue was part of larger open, outdoor event, we do not have a headcount for this program.

B. BY-REQUEST PROGRAMS & SERVICES

In addition to events proactively offered and to which participants were recruited, a large number of workshops were also provided in response to interest from campus constituents. These opportunities, facilitated by CME staff and/or *FORWARD* facilitators, are detailed and summarized below.

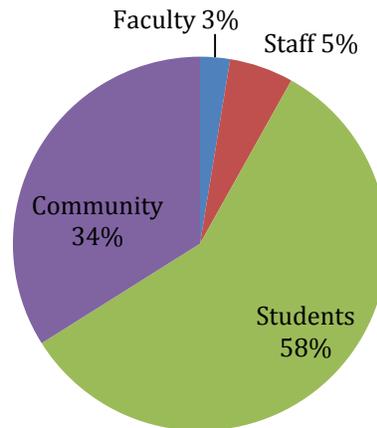
• Trainings

Date	Group	Topics	Lgth	Fac	Staff	Stud	Cnty
7/8/14	GSSW admitted students	CME overview	15	2	2	82	
7/9/14	Staff Advisory Council	IE formula	120		18		
7/16/14	ELC class	IE introduction	70	2		18	
7/24/14	Pioneer Prep - African American	Boundary Setting for near peer mentors	90		2	10	
7/31/14	Pioneer Prep - Latin@	Boundary Setting for near peer mentors	90		2	10	
8/14/14	SCOL 1Ls	Intro to IE	60			280	
8/18/14	New faculty (CTL institute)	IE in teaching	60	50			
8/21/14	RA	CME overview			80		
8/25/14	FSEM new instructors	IE in teaching	60	15			
8/25/14	FSEM returning instructors	IE in teaching	60	25			
8/27/14	Orientation Leaders	IE in orientation	70			99	
8/27/14	RA Behind Closed Doors	bias incident	240			80	
8/28/14	CAPE advocates	diversity in advocacy	90		5	14	
8/28/14	Orientation Leaders	LOTC	120			99	
8/29/14	Johnson & Wales student leaders	diversity in leadership	180			50	2
9/1/14	Family resource table	CME overview	180				500
9/2/14	DCB grad orientation	IE introduction	75			120	
9/2/14	DCB grad orientation	IE introduction	75			130	
9/2/14	Life Outside the Classroom facilitators	LOTC facilitation	90			20	
9/2/14	LOTC peer facilitators	LOTC facilitation	120			30	
9/2/14	NSM grad staff	IE introduction	20			50	
9/3/14	First years	LOTC	240			900	
9/4/14	GSSW first year students	CME overview	20			90	
9/5/14	Grad Studies orientation	CME overview	20			24	
9/7/14	Undergrad Admission ATeam	IE in action	60		2	50	

Date	Group	Topics	Lgth	Fac	Staff	Stud	Cmty
9/22/14	Fchevillot FSEM	IE	50	1		15	
9/22/14	Lieberman FSEM	q&A 1	110	1		14	
9/23/14	Wadsworth FSEM	LGBTIQ&A svcs intro	30	1		15	
10/2/14	ELC culture class	Intro to IE	60	1		16	
10/3/14	Conduct Review Board members	bias and conduct hearings	45		1	7	
10/16/14	Swartley intl FSEM	Intro to IE	90	1		16	
10/29/14	OTL staff	Intro to IE	90		6		
11/3/14	HED4217 panel	HiEd professional; crisis case study	90	2		20	
11/5/14	GSPP class (Lubuguin)	Whiteness	120	1		40	
11/21/14	CCA Student Life	Identities in Student Affairs work	90		50		
12/9/14	MarComm Confab	IE in marketing & communications	120		40		
12/15/14	Alumni/Advancement staff	q&A 1	120		18		
12/16/14	LLC staff	IE in LLCs discussion	75		6		
1/14/15	GSPP-PsyD	Q&A 1	120			28	
1/22/15	ELC culture class	Intro to IE	60	1		12	
1/27/15	COMN grad students	IE climate discussion	110			22	
1/29/15	GSPP-MASPP cohort	Q&A 1	120			25	
2/2/15	GSPP-MAFP	Q&A 1	120			25	
2/4/15	Creating Change natl conference	Racial Justice Institute	480				1000
2/25/15	Public	Q&A 1	120	7	1	7	
2/27/15	Public	Q&A 2	120		6	3	
3/3/15	Theatre ASEM class	diversity & belonging	110	1		11	
4/2/15	OTL faculty week	Connecting Science & Society in Classroom	60	3	10		
4/7/15	MFJS global gender class (Thompson)	LGBT experience	60	1		25	
4/8/15	HED4210 Museus class	SOGIGE and systems	60	1		15	
4/9/15	ELC culture class	Intro to IE	60			32	
4/10/15	GSSW admitted students	CME/IE overview	10		2	60	
4/16/15	Aims Cmty College	Q&A 1	120				17
4/17/15	MFJS ASEM (Lieberman)	Q&A 1	110	1		9	
4/23/15	CCESL PA participants	Gender Identity presentation	60			4	5
4/27/15	GSPP MA-IDP cohort	Q&A 1	120			10	
4/30/15	Aims Cmty College	Q&A 2	120				15
5/11/15	Counsel psych class (Garriott)	Q&A 1	120			18	
5/12/15	Counsel psych class	Q&A 1	120	1		23	
5/12/15	Public	Q&A 1	120			2	1
5/14/15	Public	Q&A 2	120			3	1
5/20/15	Counsel psych class	Q&A 1	120			17	
6/25/15	ELC culture class	Intro to IE	60			20	
6/26/15	HR prof dev interview series	Intro to IE	60			20	
		TOTALS		117	251	2628	1539

Total Participants: 4535 Total Time: 5575 minutes (=92.9 hours)

Participants by Affiliation



(Chart does not include a large, single 2/4/15 community training.)

- **Consultations**

- Student staffer Jesse Bruce helped reboot the DU Sustainability Council’s **Social Sustainability Committee**, to catalog and connect efforts around human elements of the work, alongside “planet” (traditional environmentalism) and “profits” (fiscal case). (winter-spring);
- Staff member re: addressing gender stereotypes among colleagues re: outreach work;
- Staff member re: challenging resistance to IE among her supervisees;
- Continued work with **Department of Communication Studies**, including facilitation discussion among graduate students, and meetings with chair (year long);
- Worked with **Graduate School of Social Work** students and faculty/staff advisors to address racial profiling concerns with DU Campus Safety (Nov-Dec);
- Worked with campus SAE chapter on response to theme party incident (March+);
- Consulted with University College faculty member on concerns raised about term “audience of color” (May);
- Sat in on “cooler incident” Restorative Justice conversation among students (6/1).

C. RESOURCES

- Overall **CME website** (see “Marketing & Communications,” below)
- **Diversity Engagement Opportunities (“DEO”) compilation:** Regularized updates to at least biweekly, making resources available to faculty, program coordinators and on CME homepage as co-curricular resource.
- **Bulletin Boards in a Bag:** Student staff created and posted/distributed monthly, post-able displays for all major history/heritage months, as well as winter and spring holidays, plus a final graduation/summer theme.

FOR THE COMING YEAR:

- Have campus and community constituents more consistently and intentionally use the online training request survey, to help guide and smooth that process;
- Provide more significant responsibility to IE Fellow, with CO-LEADS and FORWARD management shifting to her;
- Explore revival of campus-based Diversity & Unity Retreat with IESSLD, as possible replacement or complement for CO-LEADS;
- Increase involvement with IE Collective, to provide support and leadership in their efforts to increase campus wide IE awareness, knowledge and skills;
- Expand variety of online resources available in support of all CME areas: static references and worksheets, as well as AV mini-trainings on simpler or specific issues;
- Develop and launch all-DU Inclusive Excellence resource website;
- Improve documentation on and assessment of each initiative.

LGBTIQ Services

Goal: Improve campus equity around sexual orientation, gender identity and gender expression, and the DU experience for LGBTIQ and Ally constituents in particular.

Because DU does not currently track affiliates by sexual orientation, gender identity or gender expression (SOGIGE), it is not possible to baseline or measure changes in recruitment, retention and success by these identities. Therefore, unlike other historically-underrepresented populations, assessment of goals cannot be measured in headcounts, graduations, etc. Instead, the focus is on impacting the self-reported quality of experience of those involved with campus resources including CME.

This is accomplished through three major initiative areas:

- A. Education on SOGIGE and LGBTIQ issues;
- B. Community-building of LGBTIQ&Ally communities; and
- C. Support and Advocacy for individuals, organizations and equity efforts

A. EDUCATION

- **Queer & Ally (Q&A) Trainings & Network:** see “Educational Programs: Offered Programs,” above
- **Rainbow Know** ongoing educational series, shared current Pioneers', DU alums' and community members' expertise on LGBTIQ-related work life issues such as financial planning, legal issues, healthy relationships and more. This year, the focus was placed on connecting campus to virtual opportunities as part of already-existing professional organization membership (no additional cost):
 - Why Incarceration is an LGBTQ Campus Issues (4/24): with the Consortium of Higher Ed LGBT Resource Professionals. (3 attendees)
 - How Campuses are Failing Trans Students and How Your College Can be One of the Success Stories (5/12): with external vendor. (9 attendees)
- Various **online resources:** including details on campus organizations and opportunities, links to on- and off-campus resources, and various downloadable reference materials.
 - Produced starter “**Trans* On Campus Student Summary**” resource for incoming trans* students. (See Advocacy, below)

B. COMMUNITY-BUILDING

- **Summer Socials**
 - **RenFair Roadtrip** (7/12). 8 RSVPd; 2 attended. Zero cost.
 - **Scrumdiddlyumptious Willy Wonka potluck and movie** (8/4): 9 attended. Zero cost.
 - **LGBT Equality Night with the Rapids** (8/20): \$300 sponsorship. 10 ppl attended (3 staff, 1 alum, 3 students + family), as good chunk of ~92 tickets sold. DU logo on all publicity.
- **Fall welcome events:**
 - **Resource flyer** placed in incoming undergraduate student packets (~1600) and to all departments (200). ~1800 x half of \$180.00 (CME overall paid other half) = \$0.05/person
 - **Sweet Treat Meet & Greet** (cupcake mixer) (9/10): 32 participants x \$66.14 = \$2.07/person
 - **Welcome Back BB"Q"** (9/16): 50 participants x \$697.93 = \$13.96/person
- **HomeComing Out reception** (11/1)
 - 20 participants x \$27.07 = \$1.35/person
- **Gala** (4/9): 10th annual **celebration**, with the theme "Oh, the Places We'll Go!" Honored recognizees, and the many individuals, actions and events that helped improve the experience of DU's communities.
 - ~60 participants x \$2783.61 = \$46.39/person
- **Rainbow tassels:** Provided 36 tassels to graduates, not including 70+ tassels purchased with GSSW student organization for their students, given the large number requesting from that particular program.
 - ~\$4.39/person
- Weekly **Qdigest e-newsletter**, reaching 500+ subscribers
- **Affinity group support**, including:
 - Assisted **Queerbel Alliance** (Korbel) re-start;
 - Assisted **LGBTIQA AlumNetwork** in exploring a name change and starting socials under new alumni leader and more active management by Alumni Relations

C. SUPPORT & ADVOCACY

- **TransNet** is social and support network for those identifying as transgender, genderqueer or otherwise gender variant. One meeting was held (10/14); unable to coordinate additional meetings around volunteer facilitator schedules.
- **TransAllies** is a working group focused on implementing DU's gender identity and expression non-discrimination policy. No meetings were held this year due to lack of time to kick start interest.
- Suggested area universities sponsor youth hospitality suite at national **Creating Change LGBT conference** in Denver (@4-8) to encourage college-going. Contributed \$750 toward that ~\$10K sum.
- **DU booth at Denver PrideFest** (6/20-21): 9th annual booth that included continuing the Trivia Wheel and additional campus partners to increase number of participants engaged. Also worked with DU MarComm on whole University ad in Pride guide hardcopies.
 - total cost anticipated to be ~\$575 for 1/3 million contacts
- Continued offering **in-office resources:** Safer Sex Supplies box, hardcopies of online resource materials, multimedia resource collection, *OutFront Colorado* hardcopy distribution site.

- **Institutional advocacy:** Participated in Student Climate Working Group focus group on LGBT Student experience (10/8).
- **Individual advocacy** for ~6 incoming, transgender/genderqueer first year undergraduates on finding roommates, getting housing and usable bathrooms, and engaging faculty to use correct names/ pronouns.

D. CONSULTING

- With **University Chaplain** to identify financial resources for family of former student who committed suicide (July);
- With **Graduate School of Social Work** student on developing college-high school GSA mentoring training program; and
- With **various undergraduates** doing reports on transgender issues raised in pop culture by Bruce Jenner's transition (April-May)

E. REPRESENTED DU/CME AT:

- New CSU LGBT Resource Center Director welcome reception (10/23)
- Campus Safety external diversity training (12/4)
- *Talking Heads: Queer Television of the 1980s* Critical Cultural Studies Lecture (4/2), sponsored by IRISE and AHSS Media, Film & Journalism Studies
- Newman Center's *It Gets Better* performance (4/24). Donor provided additional 6 tickets for students to attend.
- QSA Drag Show (5/13)
- Denver Women's Chorus spring concert (5/30)
- Denver Gay Men's Chorus pride concert on campus (6/17)

FOR THE COMING YEAR

- Maintain event and services portfolio, with returning student staff coordinator improving reach of all.
- Focus on transgender advocacy via TransAllies and TransNet, seeking additional leadership from campus at-large to increase attention and impact.
- Improve documentation on and assessment of each initiative.
- Explore spinoff of Gender & Sexualities Coordinator/Director as FTE staff member. Will work with Gender and Women's Studies, and Asst. Provost for Campus & Community Partnerships to share graduate positions building toward professional position.

Marketing & Communications

Goal: Support various CME outreach efforts through central support for digital and hardcopy publicity.

With no student staff for this area (no applicants), there was no intentional expansion of efforts this year.

CME WEBSITE

- Maintained 77 pages and their content, include regular updates to homepage (events, announcements) and various program application/registration deadlines.

- Shared responsibility for new history/heritage month section with DU MarComm
- Integrated new online calendaring system, including developing system for online submissions, and engaging with campus units hoping to use the calendar to publicize their events to attract “diverse” audiences.

THE CME MARCOMM TEAM ALSO:

- Created and coordinated mailing of bilingual **Fall Multicultural Welcome lunch invitation postcard**;
- Represented CME at the **Family Resource Fair** during Discoveries Orientation (9/1);
- Consistently posted to the **CME Facebook page** two to three times a week, to maintain engagement through that social media platform. www.facebook.com/DUCME

UNIVERSITY MARCOMM EFFORTS

- Worked with **DU Marketing & Communications** to improve and expand central university marcomm:
 - December training with campus-wide MarComm Confab on importance and tips for engaging IE in their individual/unit work
 - Worked with External Relations team to develop population-specific ads for area media: *La Voz* (Latin@), *OutFront Colorado* (LGBT) and *Urban Spectrum* (African American) ads to date
- Worked with **Alumni Relations** on ongoing re-org of departmental use of iModules event and email system, as they build closed, sub-communities for each user unit

FOR NEXT YEAR:

- Transition marcomm process management to Office Manager and/or new divisional contact. Keep online resource development under Ed Programs.

In Summary

Given divisional structure changes, we will be looking at how the intended improvements and expansions listed above will match with changes and new priorities. Of particular interest will be how marketing-communications should change and be taken on at the divisional level, and how efforts to collaborate with Gender & Women’s Studies and the DU Women’s Communities will lead to possible creation of new Genders & Sexualities area.

Inclusive Excellence Student Success and Leadership Development

The Office of Inclusive Excellence Student Success and Leadership Development (IESSLD) was established in 2015 in order to empower students within the framework of Inclusive Excellence by increasing student engagement, promoting community collaboration, and providing academic and leadership development resources through student-led programs and initiatives. The Office of IESSLD is dedicated to developing student leaders as catalysts for change through individual, organizational and community engagement. The mission of the Office of IESSLD is to educate and empower historically underrepresented students through **access** to academic resources, **participation** in leadership development opportunities, and **engagement** in active campus collaborations. The Office of IESSLD strives to incorporate the following core values in all aspects of its work:

- **Success:** Increasing the academic success of historically underrepresented, LGBTIQ, and first-generation students by developing intellectual and academic competence.
- **Leadership:** Allowing student leaders the opportunity to articulate their leadership philosophy and successfully comprehend the dynamics of working in a group.
- **Persistence:** Ensuring that students are provided access to resources that encourage advancement, foster personal accountability and something else in achievement in their overall goals (graduation).

IESSLD's goals for the 2014-2015 academic year were as follows:

1. Serve as the primary destination for individuals and student groups to receive quick and complimentary access to developmental resources.
2. Ensure that Inclusive Excellence is successfully embedded within the fabric of the learning environment, both within students and student groups.
3. Engage all members of the University of Denver community, in collaboration with community partners, in the work of inclusivity and diversity toward service of the public good.

IESSLD's staffing for the year consisted of the following:

- 1 Director, Inclusive Excellence Student Success and Leadership Development
- 2 Graduate Assistants (.5 each)
- 1 IE Fellow
- 8 Undergraduate staff members
- 1 hourly, non-benefitted
- 7 work study

Affinity Group Support - Undergraduate

NATIONAL PAN-HELLENIC COUNCIL (NPHC)/MULTICULTURAL GREEK COUNCIL (MGC) RECOGNITION

This event, cosponsored by CME, was held on October 14th, 2014, featured the NPHC/MGC Informational Exposure Panel. The event drew 70 attendees and had the following goals:

1. To introduce students to NPHC/MGC organizations, historically Black fraternities and sororities;
2. To help students understand the goal of NPHC/MGC organizations and increase awareness about Greek life;
3. To allow visibility for NPHC/MGC organizations at the University of Denver.

Seven out of nine representatives from NPHC organizations and all four MGC organizations were present to speak about their individual organizations; however, there was no cost associated with their attendance. The event was publicized through posts to the CME, BSA, Black-grad, BGSA, Joint Council, and NPHC listservs and through an e-mail blast. A survey asking participants to evaluate the event using a scale from one to ten resulted in an average overall rating for of 8.2 for how well put together the event was, and an average overall rating of 8.5 for the entire event. Full evaluation results can be found in Appendix I.

Colorado Black Student Leadership Conference

DU hosted the second annual Colorado Black Student Leadership Conference (CBSLC) on Friday April 3 - Saturday April 4, 2015 on the DU campus. The conference was sponsored by the Office of the Chancellor, the Office of the Provost, the Center for Multicultural Excellence (CME), the Department of Natural Science & Mathematics, Sustainability Committee, the Undergraduate Student Government Diversity Committee, Black Student Alliance (BSA), the Graduate School of Psychology, the College of Education Student Alliance, University College, the Division of Arts, Humanities & Social Sciences, Black Alumni Association, Department of Housing and Residential Education, Department of Criminology & Sociology and the Sturm College of Law. CBSLC planning was led by conference chair, Jonathan Seals, under the direction of staff conference advisor Tracey Adams-Peters. The theme of the 2015 conference was "From Emmett Till to Mike Brown: Empowering a New Generation of Black Leaders." During the conference students were challenged to reflect upon the myriad of ways Black/African American youth could become advocates on their campuses, in their communities and also in their professional careers.

Total expenses for the conference of \$23,140.74 balanced with total contributions of \$26,575.00, resulting in a revenue of \$3,434.26. For a complete breakdown of expenses and contributions, please see Appendix II.

Joint Council

The Joint Council is a representative body of campus student organizations and members of the One Community involved in and dedicated to promoting diversity, Inclusive Excellence, and/or social justice. CME provides the structure and facilitation for the Council, with the goal of increased communication, outreach, and accountability among member organizations. The Council meets the first Monday of every month at 7:00pm in Driscoll and provides a platform for collaborating on events and issues, avoiding programmatic competition, addressing campus climate concerns, and providing organizational development opportunities. Representatives are student leaders selected by their affiliated organization.

One Community Motto

Moving forward in solidarity, we are one to be the movement.

One Community Creed

We are leaders of our community. We strive for a better understanding of ourselves as individuals and as members of the One Community. We embody the unification of the human family through sharing and expanding past and present knowledge amongst the greater world and ourselves in order to create a better future. As agents of change and progress, we embrace the use of Inclusive Excellence and diversity in order to ensure that the future holds a stronger understanding of the Earth as one community.

2015 JOINT COUNCIL LEADERSHIP RETREAT

Hosted by CME, the Joint Council Leadership Development Retreat was held on Saturday April 25th. This retreat is designed to bring member organizations together to facilitate leadership development at an individual level, an organization level, and as a larger community. This year's retreat, although scheduled for a full day of training, was reduced to a half-day with a second-half scheduled for May 19th. In the second half meeting, members of the Joint Council were asked several questions to reconsider the structure, programming and purpose of the Council. In that

meeting the feedback was provided by the group as an effort to redesign and transform the organization to meet the needs of our current students.

The members of Joint Council hope to create accountability for student organizations that are part of Joint Council. To do this, organizations are expected to consistently have a member present at Joint Council meetings and events. In addition, the organizations of Joint Council are expected to collaborate on events and activities, as well as support each other's events and initiatives. Joint Council also wishes to become more activist-oriented in order to help create positive change on campus. One suggestion was to create task forces to tackle various social justice issues/concerns throughout the year and to meet with the Undergraduate Student Government and relevant administrators.

- What do you perceive Joint Council to be?
 - Solve issues together
 - Cheer events & dates
 - Organization meetings
 - Overlap w/ identity groups to co-program
 - International IE programming
 - Small organizations to get support and raise attendance of events and meetings

- What do you want to get out of Joint Council?
 - To help organizations learn more about each other, especially new organizations.
 - Increased visibility, voice, capability, and involvement
 - Network across cultural groups
 - Examine intersectionality of religion and all identities
 - Co-programming/collaboration
 - Common calendar
 - Unite the campus and gain understanding of others
 - All organizations who are part of joint council should be fully committed
 - Create a job responsibility within the organization responsible for Joint Council engagement
 - S/B Organizations to collaborate & build traditions inclusive with programs across campus
 - Resources about funding rules & regulations for support
 - Feedback session & increased attendance to events

- What do you want Joint Council to look like next year/the future?
 - Joint Council as the group to go to for task forces for both national and international issues – people for orgs to share information/contacts & point people
 - Response for marginalizing issues
 - More social events for One Community to foster relationships between organizations and their members

- Changes for next year
 - Meeting more than once a month
 - Every two weeks?
 - Weekly e-mail to summarize opportunities (newsletter)
 - Set a time & make people work around that time
 - Action plan for “first responders”
 - Why are we upset? Why does this hurt?
 - What to see

- Action items to raise awareness
- Next steps?
- Always have an agenda
- Follow up w/ meeting notes
- Designated person for each organization
- Accountability – stay true to our word – make sure members orgs are committed
- Workshop options for retreat to decrease redundancy and better utilize time

Joint Council for 2015-2016 will take the aforementioned suggestions and will incorporate them in a newly outlined structure.

Excelling Leaders Institute

PROGRAM OVERVIEW

The Excelling Leaders Institute (ELI) is a four-year leadership development and community-building program that focuses upon and accentuates the strengths of all participants, while providing mentorship and academic resources to ensure their success at DU and post-graduation. Below, you will find brief summaries of each leadership theme students participate in throughout their undergraduate career.

First Year: Worldview and Foundations

The first year begins with a weeklong retreat before students arrive for orientation. Students are introduced to campus change agents, from student leaders to professional staff, who are critical in their transition to DU. A select group of peer leaders composed of upperclassmen ELI members and outstanding DU students lead the first-years through the retreat and the rest of the year. First-year ELI members participate in class meetings each quarter focused on the themes of leadership and identity foundations, discovering their personal leadership style, and ability to articulate their personal story in relation to their leadership journey.

Second Year: Campus and Community Engagement

Second-year ELI members will be encouraged to take on leadership positions in campus and community organizations. Utilizing the skills developed during the first-year foundations curriculum, ELI members will assume the role of change agents and collectively coordinate a service learning opportunity. In addition, students will be exposed to a variety of elements designed to enhance their worldviews and consciously understand how their community plays an essential role in developing sustainable outcomes for the future.

Third Year: Mentorship

Third year ELI members are offered mentorship opportunities with ELI alumni and successful community partners. Each third year is paired with ELI alum, meeting once a month regarding their experience at DU, career search, and finding your professional passion. In addition to the alumni mentorship program, third years will be connected to an outstanding community leader to learn about their leadership journey after college.

Fourth Year: Transitions

For the last year of the program, fourth year ELI members will have access to resources and workshops critical to their transition from college to the professional world. Working closely with the DU Career Center and Alumni Relations, fourth year members will engage in professional networking, job application preparation, and graduate school investigation. Each fourth year will successfully graduate from the University of Denver and have access to resources and opportunities for their transition into the professional world.

Goals:

The goal for the 2014-2015 Excelling Leaders Institute was to realign the planned four-year program expansion of ELI into the framework of the new Office of Inclusive Excellence Student Success and Leadership Development. In result, the amount of programming for the year was reduced significantly in order for the Excelling Leaders Institute Team to refocus their efforts on improving internal structures. Key goals included:

- Develop a comprehensive list of learning outcomes for ELI programs
- Capitalize on the marketing and branding efforts of ELI via social media, universal design and graphic design.
- Increase program outreach and engagement through strategic correspondence with Undergraduate Admissions, student alliances and student organizations.
- Create a formal orientation training and meeting process for newly selected Coordinators
- Revamp and rebuild ELI Week through the implementation of E-Team and advanced planning for the week.

PROGRAM REQUIREMENTS AND MILESTONES

Year One	
Fall	1 ELI Speaks 1 Community Conversation 2 Resource Workshops/Service Activities 3 Peer Mentor Meetings
Winter	1 ELI Speaks 1 Community Conversation 2 Resource Workshops/Service Activities 3 Peer Mentor Meetings
Spring	1 ELI Speaks 1 Community Conversation 2 Resource Workshops/Service Activities 3 Peer Mentor Meetings
Year Two	
Fall	1 ELI Speaks 1 Community Conversation 2 Resource Workshops/Service Activities Involvement in Campus/Community Organization
Winter	1 ELI Speaks 1 Community Conversation 2 Resource Workshops/Service Activities Involvement in Campus/Community Organization
Spring	1 ELI Speaks 1 Community Conversation 2 Resource Workshops/Service Activities Involvement in Campus/Community Organization
Year Three	
Fall (Study Abroad)	1 ELI Speaks 1 Community Conversation 1 Resource Workshop/Service Activity 1 Coffee and Conversation
Winter	1 ELI Speaks 1 Community Conversation 1 Resource Workshop/Service Activity 1 Coffee and Conversation
Spring	1 ELI Speaks 1 Community Conversation 1 Resource Workshop/Service Activity 1 Coffee and Conversations
Year Four	

Fall	1 ELI Speaks 1 Community Conversation/Post-Graduate Seminar 1 Resource Workshop/Service Activity
Winter	1 ELI Speaks 1 Community Conversation/Post-Graduate Seminar 1 Resource Workshop/Service Activity
Spring	1 ELI Speaks 1 Community Conversation Senior Reflection ELI Graduation

OFFERINGS OVERVIEW

ELI Speaks Series

All ELI members are invited to attend a quarterly ELI Speaks session, which invites influential campus and community leaders to speak directly with all of the members of the Excelling Leaders Institute. As a signature program to ELI, members are invited to sit and listen to leaders share personal and career experiences around their leadership journey. ELI Speaks provides a way to share ideas and experiences about leadership in a personal and professional setting.

Community Conversations

Similar to ELI Speaks, Community Conversations are held quarterly and are relevant to the theme of each year in the program. Students, alumni, faculty, staff, and community leaders are invited to facilitate conversations around worldview, identity, mentorship, campus and community engagement, and professional preparation. Class Conversations are focused on each ELI class, and include input and topic ideas from current ELI members.

Resource Workshops and Service Activities

Offered in collaboration with SLIC³E programming and Affinity Group Support, ELI members have access to multiple academic and success workshops and service activities that will help students both in and out of the classroom. These workshops and activities include Abroad 101 sessions, time management tips and tricks, career fair invitations and participation in the MLK Parade.

Reflection Journal

Twice a year ELI members will be asked to submit a journal entry via online form reflecting on their experiences here at the University and life in general. The first part asks students to reflect on their experiences in the community (university and larger), including achievements, hardships, and evaluation of strengths and areas for growth. The second part asks students to evaluate their goals created in the previous journal entry and outline their goals for the next six months. These journal entries are confidential and can only be accessed by the Program Director and Coordinator.

Coffee and Conversation

During the third year of the program, ELI members are connected to alumni and friends of the program to participate in two meetings to discuss their DU/college experiences and the journey of post-graduation. These are intended as networking meetings, and will include a pre-survey to match alumni and friends of the program to our ELI members.

Senior Reflection

During the spring quarter of the fourth year, ELI members that are preparing to graduate are invited to attend a reflection session. This event invites senior members and ELI alumni to connect and reflect on their experiences in ELI and attending DU, as well as the final moment together as a class before graduation.

ELI Graduation

An end of year celebration, all ELI members and their families are invited to celebrate the graduation of our senior ELI students. This was the capstone event signifying the completion of the program with the goal of celebrating and reflecting upon the accomplishment of the ELI Class of 2011 and gathering all ELI classes together for celebration. This year's event took place on May 29th at the Sturm College of Law Forum and had 85 participants in attendance. The event was co-sponsored by the Black Student Alliance and was budgeted for \$3500. Marketing for the event included an RSVP email sent to listservs, social media marketing, invitations to the graduating class, electronic staff invitation, and invitations to ELI graduates and alumni. During the event students received the signature ELI stole to wear at university commencement.

All-ELI Dinner Spring 2015

The spring 2015 All-ELI Dinner, budgeted for \$700 and with an actual cost of \$407.10, took place on April 18th at the Breckenridge Brewery. The goal of the dinner was to bring together all classes of ELI in a non-academic environment and to present the new plan and curriculum for ELI moving forward. The dinner was marketed through and RSVP email sent to the ELI listserv and attracted 25 attendees, making the event well-attended and bringing together people that had not been able to make it to events in the past.

All ELI Dinner- Winter 2014

The winter 2014 All-ELI Dinner, budgeted for \$900 and with an actual cost of \$750, took place on November 7th at the Wynkoop Brewing Company. The goal of the dinner was to provide the opportunity for all ELI members to get together and take a break before fall quarter finals; and to ensure that everyone had been introduced to the first year class. The dinner was marketed through an RSVP email sent out to all current ELI students via the ELI listserv and attracted 46 attendees – a high turnout for an event held during week 9 of the quarter. The event was held as a social to bring together all classes of ELI members for the first time in the academic year. This supported the expressed interest of many ELI members for socials that allowed all ELI members to get together. The dinner allowed many people to re-engage with the program and connect with ELI members that they had yet to meet. The turnout was surprisingly high for an event held during week 9 of the quarter.

SUMMARY

Next year, ELI will be co-programming with student organizations to reach a wider audience in important programming. The focus will be spent on cultivating the ELI family and leadership development, through socials and community dialogues sponsored by the ELI students. This will also include learning sessions, or class type meetings that will continue all year for the first year students, building upon topics and themes introduced during ELI Week. The four-year program will swing into full effect next year, which includes the unveiling of a new robust mentorship plan, rolling out the framework for sponsorship outreach and engaging the E-Team in the planning aspects of program. Next year, the ELI Team will also take a considerable amount of time developing a ten-year plan for the program as well as commencing work on the ten-year anniversary celebration of ELI.

Workshops

STUDENT ACTIVISM: MAKING CHANGE HAPPEN

This event, held on Thursday, October 30th was designed to help students gain an understanding of different types of student activism; to start the conversation with students about what skills, tools, and knowledge they need to organize campaigns; and to motivate students to be active on campus and understand their power. The event attracted five students, and although attendance was small, the audience was able to engage in a thought provoking conversation about activism at DU. The training started with introductions and students were asked to name one thing they wanted to get out of the workshop. The majority of students wanted to learn more about how to engage more students and how to get them to care.

The event last an hour and half with dialogue occurring throughout the PowerPoint presentation. The presentation explained direct action organizing, campaign101 definitions, and discussed power. Towards the end of the training, students were asked two questions: what has stopped you from engaging in student activism and what can we do to increase participation and attendance at these types of trainings. Students identified that it was hard to engage other (majority) students to care about issues like campus climate and that other underrepresented students felt as though they did not have the power to change campus climate or address incidents of microaggression. For full evaluation responses, please see Appendix III.

Recommendations

It is recommended that future discussions of the realities of student activism on campus should be a strategic planning phase for the SLICE coordinator. Conversations with students during the event brought attention to the fact that students are willing and want to learn more skills on campaign development. A series of workshops should be developed that include the history of student activism at DU and potential campaigns that students might want to work on so that they can learn hands on how to develop a campaign. In addition, this type of programming should be offered at different times to help increase attendance and engagement. Finally, it is recommended that an effort be made to build a coalition of students who have expressed interest in engaging in activism on campus.

PROFESSIONAL ATTIRE FAIR 2ND ANNUAL

This event, held on Tuesday, February 10th in the Driscoll Bridge was designed to provide students with the opportunity to select business clothes. The event was co-sponsored by CME, Career Services, and Graduate Career Services. This 2nd annual fair was moved to the winter term in order to coincide with the largest career fair on campus and to be more beneficial for students who looking for summer/full time employment.

Donations for the event were received from the following:

- Pioneer Laundry: \$300 donation in dry cleaning of the clothes.
- Tailor: Donations of never picked up clothes and 10% off coupons for their services.
- Nordstrom's: \$150 donation in form of a gift card
- USG Diversity Committee: Submitted request for funding and received \$500 worth of donations. The funding was used to purchase items that were missing, such as larger sizes, pants, etc.
- DUPB: \$250 used to pay the remaining balance from Pioneer Laundry.
- Overall there were 190 items donated.

Approximately 75 students stopped by the event as they walked to and from classes. Students were able to take home one outfit each. Some comments from students who benefited included:

- "It's free?? Why?"
- "This is my favorite event of the year."
- "Thank you, now I have something to wear next week."
- "I'm really happy you are doing this"

At the end there were three bags clothes remaining that were donated to a local charity.

Recommendations

Having this event during winter quarter the week before the career fair is strategic to meeting the needs of the students. This event has a lot of potential to be bigger and better, especially with earlier collaboration with partners to begin collection of donated items during the fall term.

Student Support Outreach Initiative

In the winter quarter 2015, it was brought to the attention of the Associate Provost for Inclusive Excellence that our historically underrepresented students were struggling. Students reported incidences of isolation, microaggressions at the hands of faculty, staff, and students and an overwhelming sense of not feeling as though they belong at the University of Denver. As a result of this information, the Center for Multicultural Excellence enlisted the help of staff of color to reach out to the 297 self-identified first time first year students of color at the university. More research needs to be completed on the collected data. Below is a preliminary report of the findings (Please see Appendix IV for the interview protocol used for this initiative):

The overall response from students is that they were enjoying their time at DU however, as the respondents were asked more questions, details were revealed on the struggle that was occurring for these students of color. For example two themes that emerged were centered on academics and developing networks of support. Students discussed needing additional academic support in the form of tutoring. Most students felt that the access to tutoring would allow them to be more successful. The other highlight was building a network of support. Some students were able to create community through their participation in programming such as ELI, P3, and others that allowed them to connect early on to the DU community. More research should be conducted on the student experience in how their identity is constructed in the classroom and how this affects student's racial identity development.

OVERALL EXPERIENCE

Overall, how would you describe your experience at DU?

Overall, students reported that they felt they had made the right choice in choosing DU. The themes that emerged from the interviews fell into two main categories academics and building a network of support.

Academics

Most students discussed having to adjust their study habits to meet the requirements of the course. Students found that fall quarter was more challenging as they were adjusting to classes and that level of in-depth learning. Students overall stated that they performed well academically and were happy with their academic experience. Professors were considered to be approachable and supportive. One interviewer describes a student's experience "professors have been open to ideas (especially when voicing opinions around faith/religion)."

Building a Network of Support

Students discussed being able to find a sense of belonging on campus through networks of support. Student discussed finding a base of friends and family through their memberships in organizations such as Pioneer Leadership Programs, Excelling Leaders Institute, multicultural organizations, and Pioneer Pathways Programs. Students described their involvement in these organizations as creating a welcoming environment and never feeling like an outcast. However, one student felt that the lack of diversity was impeding on her academic opportunities. This student in particular has chosen to transfer to a college choose to ensure that she gained diversity experience. Another student stated that there was a lot of "rich, white, students who are snobs and think they are better than everyone." This particular student felt that his connection with student groups and family support help him adjust to life at DU.

SOCIAL/EMOTIONAL ENGAGEMENT TO DU CAMPUS

How do you engage in the campus life at DU? What activities, clubs, or programs are you involved in at DU?

Campus Involvement

The majority of students discussed involvement in numerous campus organizations that made them feel connected. Students stated that involvement made them happy and provided the encouragement to be more involved next year. Although, some students also discussed that they did not have a connection to campus due to the following reasons: returning home on weekends, working off and on campus jobs (non-workstudy), and

choosing not to be connected on campus. Other students said lack of involvement stemmed from not knowing how to start the process.

Four students also discussed their difficulties adjusting to campus due to the lack of diversity, engagement on social issues, and lack of seeing inclusive excellence practiced on campus. A student spoke to the racialized interactions during the first week of fall term. This student connected the national news regarding racial climate and feeling the impact on campus. This student discussed feeling like an outcast and experiencing “don’t sit here” vibes from other students. Another student stated the lack of engagement in conversations dealing with global issues, poverty and other social problems caused another student to feel unimpressed with her peers. Finally a student spoke about the lack of Inclusive Excellence being practiced on campus is what caused her to engage in CME’s efforts to connect with first year students. This student was not aware of CME until the email to participate in this conversation was sent.

The students that discussed involvement listed the following groups:

- Academic Organizations
- Acapella Group
- Affinity/Multicultural Organizations
- Alpha Kappa Phi (Business Fraternity)
- Alpha Omega Christian Fraternity
- Alpine Club (2)
- Anime Club
- Asian Student Association (3)
- Black Student Alliance (3)
- Catholic Student Club
- Climbing team
- Club Sports
- Cooking Club
- Cross Country Club
- Debate Club
- DU Divest Club
- Excelling Leaders Institute (3)
- Honors Programs
- Intermural Soccer
- Kappa Phi Lambda
- Latino Student Association (3)
- Leadership Programs
- Living and Learning Community (2)
- Pep Band
- Pioneer Leaders Program
- Pioneer Pathways (3)
- Queer Straight Alliance
- Society of Physics
- South Asian Student Association
- Student Government
- Sustainability Committee
- Tennis Club
- Vietnamese Student Association
- Zero Waste

EXPERIENCE IN ACADEMIC/CLASSROOM SETTINGS

How has your experience in the classroom influenced your overall experience of DU?

Overall students reported mixed feelings regarding their experience in the classroom. Although most student either had trouble adjusting in fall term, most students view winter term transition as difficult balancing school and a social life. Two categories emerged from student conversations as those that were high achieving and successful and those that had some difficulties within the classroom. The following are themes of the categories.

High Achieving and Successful

- Professors: Multiple students discussed how most of their professors cared about the students and wanted them to be success. Professors seemed to always be available during their office hours. Another student mentioned that she loved her classes in her major and had great instructors.
- Small classroom sizes: Numerous mentioned that they felt more comfortable speaking up in class due to the small classrooms. Many students felt that the small classrooms allowed them to have great discussions. This also included feeling as though the professors were highly accessible.
- Challenging Course Work: Students discussed that although classes were challenging that they felt they were performing well academically and are receiving the help they needed to succeed.

Difficulties within the Classroom

- **Adjustment:** Students spoke about needing time to adjust to large classrooms and struggling with writing. A student also spoke about feeling like just a number in large lecture classes. Another theme that became apparent was the need for students to have more help in developing study skills, stress and time management. At least three students discussed that classes were challenging and that they were not doing as well as they would like due to lack of time management skills.
- **Academic rigor:** student spoke regarding not feeling prepared for this level of academics and has to work harder and struggles at times. This student is looking into finding a tutor for difficult classes. Other students spoke about difficulties although they were receiving help from faculty.
- **Building networks:** Student who identified as struggling with a class was able to overcome this hurdle by working with students that were also in ELI and creating study groups. Another student discussed asking peers for help with editing his papers as he left that the writing center was too far from his hall. In contrast the previous experiences mention a student also discussed how other students were mostly unwilling to provide academic assistance.
- **Isolation:** A student mentioned feeling ok with “being the only one in class.” In this particular case nothing else was mentioned but this isolation and acceptance should be furthered explored. In addition to this student another spoke about it being difficult being only one of four people of color in class. Another student discussed feeling disconnect with arrogant classmates and that some students are disrespectful to professors. One student felt that they were prepared academically but missing the diversity of her hometown. She also described that economic diversity was the most challenging part of being at DU.

CONNECTING HOME LIFE WITH DU EXPERIENCE

How are you able to connect your home life with your DU experience?

Returning Home & Family Support

Multiple students spoke about returning home every weekend, every other weekend, or at least once a week. Most students stated that they had supportive family members; one student in particular has an older sibling on campus and felt that he provided support and advice. When students did return home a few had conversations with their parents regarding being an adult and not having curfews. One student spoke about having parents visit during the weekend and taking grocery-shopping trips. One student described feeling homesick during winter quarter and having mother attend Mom’s Weekend.

Although one student felt that family was supportive, during this question the student opened up by saying that she was not sure that a private university was the best choice because of the lack of diversity. She described the student body as majorly white and that people felt fake to her.

Lives at Home

Students that lived at home felt that their parents respected their independence. Another student spoke about doing homework on campus rather than home because of the distraction.

Distance

Some students felt that they did not miss home much and that DU felt like home now. Two students discussed having good relationships with their roommates. Other students spoke about keeping family and school life separate. A student who indicated that they are from Hawaii stated that he keeps his room clean and has painting and arts in his room since his room is home.

AFFIRMING SPACES

Where on campus would you say you feel most comfortable?

Living Learning Spaces/Dorm Room

Three students specifically discussed their LLC one in particular identified the Social Justice LLC. One of these three students describes that he was aware of being a student of color and wondering if students see him as the “other.” Student felt that he feels more comfortable when he arrives back in the halls. This particular student felt that sometimes when race, class, and gender are brought up in the classroom that everyone is looking at him. He also stated that he missed the diversity of his high school.

- Although student didn’t discuss on what type of dorm room he felt that he is most comfortable being in his dorm room.
- Another student discussed the feeling most comfortable around the North side of campus near Centennial Towers.
- Students also felt that being in the dorms was the most comfortable (JMAC).
- Pioneer Leadership floor was described as a comfortable place.
- ELI floor is a really good location and provides comfort.

Driscoll

Three students described Jazz coffee shop is a good place to be. In contrast another student found that the bridge had a lot of negative interactions in the space. Another student felt that Driscoll is awkward.

Academic Spaces

Eight students spoke about feeling comfortable doing homework and studying in AAC. Another student spoke about feeling most comfortable in the classroom and being surrounding others with an interest in her major. Another student spoke about not being feeling comfortable in classrooms. Feels most comfortable around ethnic students.

Not Feeling Out of Place

Three students did not address feeling out of place on campus. Another student said that they felt comfortable everywhere.

Overall Safety

A student discussed feeling intimidating walking home late at night and prefers to walk in the middle of campus or ask for rides. This student chooses to avoid High street. Another student also spoke about avoiding High street.

FAMILY INVOLVEMENT

How does your family feel about you attending DU?

Supportive

Overall parents were very supportive of their students. Support was explained in a variety of ways. Three students indicated that they were first generation. These students stated that their parents were proud of them but they weren’t involved in their educational experiences because they didn’t know how. Other students discussed that their parents participated in athletic events as well.

Financial Concern

A majority of students discussed that their parents’ major concern was with the cost of tuition. Although six students specifically stated that they chose DU because of their financial aid packages. Parents were very happy and excited about student financial aid packages.

Transfer Students

Two students responded via email to the request to participate stating that they had already transferred institutions. One student discussed that she couldn’t justify the cost of tuition so they chose transfer to another institution for the following year. The other student discussed that she felt the student body was cliquy. This

student also spoke about a profession not being able to speak English and cause them to fail the class. This student felt that the student spirit was lacking.

ADDITIONAL INFORMATION

The additional notes that were added from interviewers as part of their interpretations from conversations with students. The notes fell into two main categories academic concerns and identity development. While overall students seem to be happy with their experiences at DU there are some concerns as students go forward in the academic career.

Academic Concerns

The majority of interviewers discussed that students are having academic issues in which they need additional support in order to adjust to academic work. The interviewers discussed increasing opportunities for tutoring. They also highlighted that students did not always have knowledge regarding academic advising and how to use these resources.

Identity Development & Community Building

Interviews stated that issues of identity development and community building were important factors for students. Those that were having difficulty with the transition to DU were able to find a community and seek support through their new networks. Having spaces that address racial identity development and community building needs to be created in order to help students adjust to campus and feel welcomed.

In Summary

The 2014-2015 academic year was a dynamic one for IESSLD. Along with the continual engagement around long-standing programs, IESSLD spent the majority of the 2014-2015 academic year preparing for the future. Students working for the area eagerly worked on creating structures for the new office (scheduled to open fall 2015), developing new programs, evaluating the delivery of current programs and adapting the programs IESSLD offers to serve students for the next several years. IESSLD is excited about the creation of the Office of IESSLD and prepared to move forward with the transition to create an office that will transcend the institution in ways that will put the work of Inclusive Excellence on the map at the University of Denver!

Appendices

Appendix I: NPHC/MGC Informational Exposure Panel Evaluation Results

1. Rate how well put together was this event?

Average Overall Rating: 8.2

2. What would you want to see done different for next year?

- Be earlier in the quarter, during traditional rush
- More potential members in the audience because many were already involved in Greek Life
- More diverse questions
- Have customized question handout specific to each organization
- More people in the audience
- More white people in the audience via traditional Greek
- Promote this event during MGC week so non-members can come
- MGC outside of DU
- Information sheet people can leave with
- More undergraduate representation
- Student submits the questions
- 1 to 2 months in advance of this event
- Crowd participation
- Do this event during rush week
- Written information and current community programs

3. Name one thing you liked the most about this event?

- The answers given. Really great perspectives!!!
- Seeing the Divine 9 and MGC together
- Loved hearing about all the organizations
- The amount of panelist
- The variety of organizations represented
- The panel was great!
- More MGC organizations if possible
- Honesty
- Diversity of the crowd!
- The Divine 9 was great!
- The history of Divine 9 impact us via MGC organizations
- Everything
- Continue this for the minority students

4. Overall, how would you rate the 2014 NPHC/MGC Informational Exposure Panel event today?

Average Overall Rating: 8.5

Appendix II. CBSLC Expenses and Contributions

2015 CBSLC Expenses	Cost
Einstein - Breakfast	\$557.45
Einstein - Breakfast	\$236.47
Qdoba - Lunch Friday	\$1,167.00
Jason's Deli - Lunch Saturday	\$1,131.39
Sodexo - Dinner Friday night	\$2,554.55
Snacks/Water	\$35.94
Law School Facilities	\$46.28
Law School (set up)	\$500.00
Table Cloths	\$277.60
FastSigns - Conference Banner	\$395.00
4Imprint-padfolios	\$1,645.04
4Imprint - CBSLC Pens	\$186.47
Kotisdesign - T-Shirts	\$1,455.00
Honorarium	\$8,000.00
Golden West Shuttle	\$270.00
Westin Tech Center - Hotel	\$828.52
United Airlines	\$311.10
Anthony Grimes - Activist Training	\$800.00
Parking Passes	\$48.00
Parking Passes	\$48.00
Water for Panelists	\$5.59
Justin TenEyck, Mawukle Yebuah, Chaniqua Bush - Poets	\$240.00
Party City- Decorations	\$5.34
Balloonatics - Balloons	\$166.00
Dollar Tree- Decorations	\$25.00
Brandon Tate - DJ	\$80.00
LED Lights/Decorations with Pure Energy (Sound of the Rockies)	\$1,025.00
El Centro Humanitario - Romero Troupe	\$500.00
AV- Driscoll Friday Set Up	\$325.00
Driscoll Ballroom - Venue	\$275.00
Total Expenses	\$23,140.74

2015 CBSLC Revenue	
Office of the Chancellor	\$4,000.00
Office of the Provost	\$4,000.00
2014 CBSLC Revenue	\$2,670.00
Based on approved budget from BSA	\$2,500.00
Natural Science & Mathematics	\$2,500.00
Sustainability Committee	\$2,500.00
USG Diversity Committee	\$2,375.00
Registration @\$35 each	\$1,330.00
Graduate School of Psychology	\$1,000.00
COESA	\$1,000.00
CME Contribution	\$1,000.00
University College	\$250.00
Division of Arts, Humanities & Social Sciences	\$500.00
Black Alumni Association	\$500.00
Housing	\$250.00
Department of Criminology & Sociology	\$200.00
Total Contributions	\$26,575.00
Yield positive revenue	\$3,434.26

Appendix III: Activism at DU Workshop Evaluation

EVALUATION RESPONSES:

Overall, how would you rate the quality of the workshop?

- 4.5 average

What did you like most about the workshop?

- Inter-school interaction
- I enjoyed the intimate group so much great discussion
- Talking about the strategies to move an initiative forward, I liked the whole thing though!
- Open discussion about DU
- I liked hearing what people had to say about campus issues and campus climate.

What would you change about this workshop?

- I would like a workshop on specific examples, how do you actually do this?
- Have more people at the event
- Maybe make some handouts or little booklets with term definitions and info, steps, strategies, etc.
- Host it again at different times
- Daytime and/or snack/food and more of a heads up @ the law school (I heard the day before)

Do you want to see more workshops like this?

- Yes= 5 No= 0
- Comments: A retreat/symposium, change in the context of DU, more advanced notice would be good, easier to market.

Have your skills/knowledge increased as a result of participating in this workshop?

- Yes= 5 No= 0
- Comments: It made me think about my role at DU

How did you hear about this workshop?

- I work at CME
- ELI Email
- CME
- Email to all law school

General Comments:

- I'd like to see a workshop on how you inspire people to follow your issue.
- Really informative and made me think more.

Appendix IV: Student Support Initiative Interview Protocol

STUDENT SUPPORT INITIATIVE

Thank you for assisting the Center for Multicultural Excellence Team to reach out to first time, first year students of color at the University of Denver! These brief conversations will help DU to retain these students at a higher rate while providing valuable resources and support. As you are meeting with the students, please capture your conversations by using the provided rubric. Please enter the data in to the Qualtrics survey immediately after your interviews are complete. To honor the confidential nature of the conversations you will have with the students, please do not upload the student’s name or other identifiable information into the Qualtrics survey

The below scale will assist with consistency among our many campus partners who are conducting interviews. Please use your best judgment paired with student input in this satisfaction scale. The rating starts at “1”, being a student who is acclimating well to the DU campus community, and progresses through “5”, which indicates the student need additional support to ensure academic, emotional, or social support.

Major:

1	2	3	4	5
<p>Student has acclimated to campus community as demonstrated by academic success, involvement in extracurricular and/or social activities, and describes DU experience as supportive and pleasant.</p> <p>No additional support is needed.</p>	<p>Student is doing fairly well academically, could potentially benefit from academic support services, and has limited connection to a social support system.</p> <p>Student may benefit from CME/campus support systems.</p>	<p>Student expresses he/she may be struggling academically, is not feeling connected to DU campus resources or social support systems.</p> <p>Student will likely benefit from CME/campus support.</p>	<p>Student may or may not be struggling academically but indicates he/she does not feel connected to DU campus resources and/or community.</p> <p>Student needs additional support from CME/campus programming.</p>	<p>Student is considering leaving DU due to academic reasons or not feeling connected to broader DU campus.</p> <p>Student needs support to ensure he/she will do well academically and socially.</p>

Current Student Organization Involvement:

- How many and what organizations if the student would like to disclose:

<p>1. Overall Experience <i>Overall, how would you describe your experience at DU?</i></p>
<p>2. Social/Emotional engagement to DU campus <i>How do you engage in the campus life at DU?</i> <i>What activities, clubs, or programs are you involved in at DU?</i></p>
<p>3. Experience in academic/classroom settings <i>How has your experience in the classroom influenced your overall experience of DU?</i></p>
<p>3. Experience in academic/classroom settings <i>How has your experience in the classroom influenced your overall experience of DU?</i></p>
<p>4. Connecting home life with DU experience <i>How are you able to connect your home life with your DU experience?</i></p>
<p>5. Affirming Spaces <i>Where on campus would you say you feel most comfortable?</i></p>