End of Year Report
2016-2017
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Executive Summary

2016-2017 was a productive year for the Office of Diversity & Inclusion (ODI). Many of the goals we set for year were met. We were able to conduct the Inclusive Excellence (IE) and Diversity Audit and will have a report by the start of 2017 fall quarter. Additionally, we were able to implement the revised faculty hiring guidelines and we delivered a series of programs that sought to respond to some of the current challenges facing our campus, the Denver community, the Nation, and the Globe related to race relations. Moreover under my leadership and with the help of a talented team, ODI continued to establish itself as a valuable resource at DU, providing direction in support of the University’s strategic plan (DU IMPACT 2025), while also advocating for the University-wide commitment to Inclusive Excellence and diversity. Some of ODI’s accomplishments include but are not limited to:

**IE AND DIVERSITY AUDIT**
The Chancellor’s Diversity and Equity Advisory Committee (CDEAC), in collaboration with external consultants Emeritus Consulting Group, conducted a study to examine DU’s environment as it relates to diversity, equity and inclusion. Specifically, in collaboration with Institutional Research and Analysis a survey was developed that allowed each employee to provide feedback. This survey provided an opportunity for each employee to provide information that will assist DU in its efforts to achieve Inclusive Excellence by providing valuable feedback that will enable the University to better understand where we are today, direct the work ahead, and serve as a reference point against which we can regularly measure our progress over time. The results of this study will be shared with the DU community and individual units this fall and it is ODI’s hope that this information will be used to drive IE strategic planning at the unit level.

**DIVERSITY AND INCLUSION AT DU WEBSITE**
In collaboration with Marketing and Communications, Campus Life and Inclusive Excellence, and Human Resources and Inclusive Community, a website was created to serve as a jumping off point to help internal and external community members locate the best IE and Diversity resource for their specific needs. This site also serves as a gateway to DU events and activities with an IE focus. View the website here.

**FACULTY HIRING GUIDE**
The Office of Diversity Recruiting continued to develop and update online faculty hiring information and materials. The Faculty Hiring Guide Task Force, appointed by the Provost, completed efforts to revise the Faculty Hiring Guide. The resource is now available online for use by faculty search committees.

**IRISE POST DOCTORAL FELLOWS**
The IRISE post doctoral fellows completed a successful year, engage the DU community, Denver community, and larger scholarly community in a variety of ways during the first year of their two year tenure. The current five post doctoral fellows taught four classes, progressed approximately 20 publications in to the publication pipeline (e.g., submitted, under review, and/or accepted for publication), presented at over 25 conferences or workshops, and received over $15,000 in research grants monies. During the 2017-2018 academic year, they will continue their fellowships, furthering the work of IRISE at DU and beyond.

**DULCCES Visiting Scholars Program**
During the 2016-2017 academic year, DULCCES hosted visiting scholar Dolores Atencio. Dolores’ work focused on the Lumanarias project which documents the contribution of 1st Latina Lawyers from 1900 to 1980. The Lumanarias project, with the additional financial support from MassMutual, is in the process of creating a digitized exhibit that would be housed in DU’s Special Collections & Archives.

**ONLINE PORTALS AND TOOLKITS**
To provide a variety of methods, approaches, and access points for faculty and adjunct faculty in the learning about and implementation of inclusive teaching practices, the Office of Teaching and Learning (OTL) created a
series of on-line portals. These portals covered a variety of topics, each segmented into a module comprising an introduction with downloadable academic articles, a guide to incorporating the framework into teaching, and recommended TED Talks and websites. Modules included, Inclusive Excellence, inclusive pedagogy, intersectional pedagogy, universal design for learning, and community of inquiry model, to name a few. Additionally, toolkits created by OTL are downloadable handouts that define critical frameworks and provide steps for faculty to pivot their teaching toward a more equitable, diversity-minded approach. The content differs from that in the faculty portals.

**Goals for 2017-2018**
High on the list of priorities for the upcoming academic year is: the implementation of DU Impact 2025 strategic initiatives and pilot projects related to diversity, equity, and Inclusive Excellence; the continued exploration of the possibility of creating an Ethnic Studies Program at DU; continuing to expand our efforts through CDEAC and ADC to further embed IE into the academic side of the enterprise; clarifying expectations and duties related to CLIE, ODI, and HRIC; redirecting some of our efforts on recruitment activities to focus more on retention and success; and identifying new resources (internal and external grants) to support some of our efforts. Overall, this was a good year. Even though there is still a great deal of work ahead, we feel very positive about the progress that has been made to date.

Respectfully

Frank A. Tuitt
Sr. Advisor to the Chancellor and Provost on Diversity and Inclusion
University of Denver
Office of Diversity & Inclusion

Meet the Staff

ADMINISTRATION

FRANK TUITT, EdD,
SR. ADVISOR TO THE CHANCELLOR AND PROVOST ON DIVERSITY AND INCLUSION
Dr. Tuit is the Sr. Advisor to the Chancellor and Provost on Diversity and Inclusion, and Associate Professor of Higher Education at the University’s Morgridge College of Education. Dr. Tuit 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.

SUJIE KIM, MA,
PROGRAM MANAGER
Sujie Kim comes to DU from the University of Colorado Boulder where she served as the Program Manager for Alumni Clubs and Scholarships. She is a graduate of The Ohio State University and an alumna of the University of Denver, having received her Master of Arts in Higher Education from the Morgridge College of Education. During her previous time at DU, she served as the Inclusive Excellence Fellow for the Center for Multicultural Excellence. She hopes to continue her work in Inclusive Excellence as she supports the Office of Diversity and Inclusion.

INTERDISCIPLINARY RESEARCH INCUBATOR FOR THE STUDY OF (IN)EQUALITY (IRISE)

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 oversaw the implementation of the IRISE initiative starting in the 2013-14 academic year. In his role as Assistant Provost, Tom works to make the University of Denver one of the premier institutions in the country for the rigorous study of social and institutional inequality.

DIVERSITY RECRUITING

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 also teaches courses in the University’s Graduate School of Social Work and The Women’s College. Dr. Mixon Mitchell co-authored Beyond the Question of Color: Diversity Issues in Child Welfare Supervision (2009) and was a contributing author to Colorado’s Child Welfare Practice Handbook (1998). Her areas of expertise include intercultural communication, organizational communication, clinical supervision and the development and delivery of competency-based and culturally competent pedagogy.
DU LATINO CENTER FOR COMMUNITY ENGAGEMENT AND SCHOLARSHIP (DULCCES)

DEBORA ORTEGA, PHD.
DIRECTOR, LATINO CENTER FOR COMMUNITY ENGAGEMENT AND SCHOLARSHIP
Dr. Ortega is the founding director of the University of Denver Latino Center for Community Engagement and Scholarship, consortium of interdisciplinary faculty dedicated to creating and advancing knowledge that gives voice to the history, politics, culture, and legacies of Latino communities. She is an award-winning teacher who uses feminist pedagogy to teach courses on direct practice and issues of social inequality at the DU Graduate School of Social Work. Dr. Ortega has authored and co-authored numerous journals articles, book chapters and grant reports, and given presentations at state, regional, national and international conferences on child welfare, immigration, parenting, and education. Her work focuses on the consequences of structural inequity across different systems, client groups, and diverse people.

GRADUATE ASSISTANTS

KAWANNA BRIGHT, MA.
Kawanna is a PhD Candidate and Adjunct Faculty Member in Research Methods & Statistics at the Morgridge College of Education at the University of Denver. Kawanna’s dissertation focuses on the roles and responsibilities of academic liaison librarians specifically as it relates to their support faculty research. Kawanna served as a support to the Senior Advisor to the Chancellor and Provost for Diversity and Inclusion, & Professor of Higher Education and to the Director of Diversity Recruiting.

MICHELLE GARCIA-OLP, MA.
Michelle is Nuevomexican@, Mestiz@ and of Genizaro descent. She received her Bachelors in Elementary Education and Masters in Language, Literacy, and Sociocultural Studies from the University of New Mexico. Michelle worked in the public education system as an elementary teacher Teaching Students of Other Languages (TESOL) for six years in Albuquerque, New Mexico. Michelle is working towards her Doctorate degree in Curriculum and Instruction at the University of Denver. Currently, Michelle develops curriculum for the Native American Community Relations and Programs Department and serves as a Research Assistant for the Office of Diversity and Inclusion at DU. Her current research interests include race and identity in education and research. This includes, more specifically, focusing on decolonizing the curriculum and instruction evident in K-20 institutions when working with Indigenous populations.

DELMA RAMOS, MA.
Delma Ramos is a PhD Candidate in Higher Education at the University of Denver. Her work focuses on asset based approaches to college access and completion with an emphasis on underserved populations. Delma is also interested in the influence of public policy on issues related to college success, which has led her to collaborate with policy organizations and think tanks including the RAND corporation, the American Council on Education, and the College Board. Delma’s dissertation research embodies her focus on asset based perspectives through an exploration of Funds of Knowledge and the college success of first-generation, low-income, and students of color. Delma currently serves as graduate assistant for the Interdisciplinary Research Incubator for the Study of (In)equality in the Office of Diversity and Inclusion.
About ODI

The Office of Diversity and Inclusion (ODI) is committed to providing leadership, guidance, and resources in support of the University of Denver’s commitment to building a more diverse and inclusive institution. Recognizing that this commitment requires that DU establish and sustain a dramatically rich campus climate and culture that deepens our intellectual environment, ODI is responsible for addressing Inclusive Excellence and diversity matters that impact the academic experience at DU for faculty and students. For example, ODI supports DU’s efforts to advance diversity, equity, and Inclusive Excellence by providing the campus community with opportunities to extend their knowledge, perspectives, and experiences vital to performing effectively in a culturally diverse and globally connected society.

Mission

The Office of Diversity and Inclusion provides university-wide leadership and accountability in developing a diverse, equitable, and inclusive academic environment. In collaboration with campus and community partners, ODI is an institutional resource that supports the university’s mission and strategic plan of Inclusive Excellence. The Office empowers the campus community toward the advancement of socially just research, creative works, teaching, and public service to the Colorado community and beyond.

Goals

In alignment with the University of Denver’s Inclusive Excellence Strategic Plan and its commitment to the engagement of Inclusive Excellence, ODI works to offer resources, events, and professional guidance in order to:

- Advocate for the promotion of diversity and inclusive excellence at DU;
- Shape university policies, practices, and programs; and
- Promote access and success of historically marginalized communities through the fostering of diverse, equitable, and inclusive campus climate.
ODI Initiatives 2016-2017

DU IMPACT 2025 Initiatives

In alignment with the goals and priorities of DU IMPACT 2025, the following pilot projects were proposed and/or initiated by the Office of Diversity and Inclusion and key partners across the University:

IE AND DIVERSITY AUDIT
The Chancellor’s Diversity and Equity Advisory Committee (CDEAC), in collaboration with external consultants Emeritus Consulting Group, conducted a study to examine DU’s environment as it relates to diversity, equity and inclusion. Specifically, in collaboration with Institutional Research and Analysis a survey was developed that allowed each employee to provide feedback. This survey provided an opportunity for each employee to provide information that will assist DU in its efforts to achieve Inclusive Excellence by providing valuable feedback that will enable the University to better understand where we are today, direct the work ahead, and serve as a reference point against which we can regularly measure our progress over time. The results of this study will be shared with the DU community and individual units this fall and it is ODI’s hope that this information will be used to drive IE strategic planning at the unit level.

IE AND DIVERSITY DASHBOARD
In order to foster transparency and accountability and to reflect the University’s commitment to diversity and inclusive excellence, a University-wide diversity dashboard was created. The dashboard reports data in four key areas: composition, engagement, inclusion, and achievement.

DIVERSITY AND INCLUSION AT DU WEBSITE
In collaboration with Marketing and Communications, Campus Life and Inclusive Excellence, and Human Resources and Inclusive Community, a website was created to serve as a jumping off point to help internal and external community members locate the best IE and Diversity resource for their specific needs. This site also serves as a gateway to DU events and activities with an IE focus.

ODI FACULTY FELLOWS
The Office of Diversity and Inclusion’s (ODI) Faculty Fellows Pilot Program will advance the work of Inclusive Excellence; creating and further embedding a capacity building resource within and alongside academic departments at the University of Denver. The ODI Faculty Fellows are tasked, broadly speaking, with the goal of engaging and fostering engagement in each unit’s diversity and inclusion efforts as well as serve as a resource and platform for innovation and transformation at a local level, with support (both in terms of funding and training) from the University at large. For the upcoming 2017-2018 academic year, ODI will have five faculty fellows from across the university.

THE INSTITUTE FOR FREEDOM, OPPORTUNITY, AND COMMUNITY INCLUSION (FOCI)
The proposed Institute for Freedom, Opportunity, and Community Inclusion (FOCI) was designed to advance racial and social equity and justice for historically marginalized peoples. Specifically, this proposed initiative seeks to challenge systems and structures that lead to racial and social inequities that negatively impact historically marginalized communities and individuals. As part of its mission, FOCI is hopes to equip our campus and community agencies to partner with historically marginalized groups and individuals in the collaborative production and application of knowledge leading to greater social inclusion.¹ FOCI (1) introduces new community leadership and development resources, (2) provides a new focus on policy and praxis, (3) expands DU’s existing tools and resources in support of scholarship and creative works, curriculum, and teaching, and (4) harnesses an

¹ Social inclusion is the alternative to social exclusion, which through the intersection of multiple processes based on unequal power relationships, creates unequal access to resources, capabilities, and rights on economic, political, social, and cultural levels.
intersectional approach to the study and practice of race as a social construct. Overall, if supported, FOCI has the potential to expand the university’s ability to work at the racial and political borderlands between and within historically marginalized communities to effectuate meaningful social change.

**IMPLEMENTATION OF REVISED FACULTY HIRING GUIDELINES**
ODI in collaboration with key stakeholders from around the university facilitated the implementation of a revised set of faculty hiring policies and expectations designed to capture many of the best practices that are already in place as part of DU’s hiring process, while also implementing new points of collaboration to provide support and accountability in the recruitment and hiring of new faculty. These new collaborations included search committees completing training with the Director of Diversity Recruiting and/or the Director of Equal Opportunity; consulting with the Direct of Equal Opportunity to review committee progress through the Faculty Hiring Dashboard; and Dean’s review of committee progress prior to on-campus interviews, to determine success of committee’s efforts to recruit outstanding candidates who would contribute to an increasingly diverse and academically distinguished faculty. These revised guidelines are supported by a new set of resources which include online training modules and an updated faculty hiring handbook.

**ACTIVITY INSIGHT PILOT PROJECT**
DU IMPACT 2025 Diversity, Equity, and Inclusivity Implementation team is developing a proposal for a pilot project that seeks to understand how we can better align faculty efforts and activities in support of University Denver’s mission and values with our annual performance review process. As this is designed as a pilot project, we do not expect the information provided to be tied to merit this year process. Specifically, this pilot project proposes to add to the existing language in the template currently used as a part of the annual review process for faculty via Activity Insight. During the 2017-2018 academic year, ODI will continue to partner with the faculty senate to further develop this proposal.

**INCLUSIVE LEARNING ENVIRONMENT PROFESSIONAL DEVELOPMENT SERIES**
In collaboration with the Office of Teaching and Learning, ODI, during the third Thursday of the month, sponsored a series of workshops in support of the Faculty senate resolution on inclusive learning environments. This series sought to better prepare DU faculty to be able to respond to the need for understanding how to advance diversity and equity in increasingly diverse college classrooms. In particular, these interactive sessions explored the concept of Inclusive pedagogy and exposed participants to pedagogical approaches that link inclusion to teaching excellence.

**Office of Diversity and Inclusion Initiatives**

**CHANCELLOR’S DIVERSITY AND EQUITY ADVISORY COMMITTEE (CDEAC)**
The CDEAC had a very productive year in support of University wide efforts to advance diversity, equity and inclusion at DU. Serving in an advisory role, CDEAC provided valuable guidance on a range of issues that occurred throughout the year including but not limited to Dean Searches, Founders Day Celebration, Group Complaint Process, and Campus Safety Alerts. Beyond its advisory role, the CDEAC initiated several projects including the Inclusive Excellence and Diversity Audit, creating a University Wide Definition of Inclusive Excellence, and monitoring progress on the Engaging Community Task Force IE Recommendations.

**PROVOST ACADEMIC DIVERSITY COUNCIL (ADC)**
During the past academic year, the ADC provided guidance on a range of Inclusive Excellence related items including but not limited to unit level diversity plans, new faculty orientation, faculty senate inclusive classrooms resolution, and faculty hiring guidelines.

**FACULTY HIRING GUIDELINES TASKFORCE**
After several years in the making, the faculty hiring guidelines taskforce produced a set of revised faculty hiring guidelines that was vetted by the Deans, CDEAC, ADC, and selected members from the faculty senate. These
revised guidelines include several new requirements that are nationally known as best practices for recruiting and hiring a diverse and talented faculty group.

**ODI Programs**

The 2016-2017 academic year began as the 2016 presidential election was winding down. Not surprisingly the polarized election season, violence in Orlando, Dallas, Baton Rouge, and other parts of the world, increased attention and activism centered on social justice and racial equity, and, later during the year, threats to undocumented people created need for spaces on campus where members of the DU community could meet, engage in dialogue and support each other. Accordingly ODI sponsored a series of community conversations throughout the academic year that brought diverse DU members together in integrated and affinity–based groups. We also embraced the theme of self-care during the 2016-2017 academic year and provided a number of opportunities for members from various affinity groups to focus on healing and restoration.

**Diversity Summit**

ODI played a major role in 2017 Diversity Summit. Specifically, for the second year in a row we hosted the Colorado Association of Diversity Officers in Higher Education quarterly meeting the day before the summit and welcomed to campus diversity and inclusion leaders from across the state to participate in a series of conversations related to leading for diversity and inclusion in challenging times. Featured panels included Chancellor and Presidents from across the state of Colorado and another panel featuring chief student affairs officers and academic affairs leaders from across the nation. The following day ODI co-hosted the community luncheon where over 1100 attendees at the Summit had a chance to engage in roundtable discussions in response to Chancellor Chopp’s reflection on her vision for more inclusive DU.

**ODI Events**

The following sample list that includes some of the many events supported by ODI, as well as those that ODI worked collaboratively on.

- Creating Inclusive Classroom Third Thursday Lectures with the Office of Teaching and Learning.
- DULCCES Events including Art Openings, Music Programs, Writing Retreat, and Poetry Program
- IRiSE Post Doc Lunch and Learns
- Political Inclusion Monthly Dialogues
- Research Symposia
- State of IE on Campus Lecture
Diversity Recruiting & Retention

A review of the DU Impact 2025 Strategic Plan reminds us that investing in a high-achieving and diverse faculty is fundamentally important to the success of a great university. An educational environment that includes faculty who hold varied perspectives, insights, and approaches to teaching and research provide students with important benefits which include: enhanced cognitive complexity, greater understanding of self and others, increased capacity for interacting effectively across cultural differences, and more.

During the academic year 2016-17, The Office of Diversity Recruiting worked in support of academic units and departments to promote greater diversity and inclusion particularly among the ranks of University of Denver faculty. The programmatic goal for the Office of Diversity Recruiting is to enhance awareness, knowledge and skills among campus community members needed to promote the structural changes that result in diversification of the University of Denver's faculty and staff. Efforts were focused primarily in the following areas:

1. Articulated DU’s commitment to Inclusive Excellence to incoming faculty and staff;
2. Provided support for the recruitment of diverse applicant pools;
3. Provided support for the retention of a diverse faculty; and
4. Developed/revised/provided access to resources designed to promote Inclusive Excellence.

Staff in the Office of Diversity Recruiting consisted of one Director for Diversity Recruiting.

Institutional Commitment

From July 2016 through June 2017, the Director of Diversity Recruiting spoke at 20 new employee orientations articulating the University of Denver’s commitment to Inclusive Excellence. In addition, the terms “diversity” and “inclusion” were defined and an explanation given for why diversity and the inclusion of diverse perspectives, insights and approaches are vital to DU’s continued success.

Recruitment of Diverse Applicant Pools

The Director of Diversity Recruiting met with 60 search committees and hiring decision makers across the DU campus. The number equals the number of committees met with last year. Information about diversity as an imperative, applicant pool data, best practices for diversity hiring and online faculty hiring information/materials were discussed/provided.

The Office of Diversity and Inclusion met with 105 visiting candidates to discuss the University of Denver’s commitment to Inclusive Excellence and describe resources provided by the office to support the success of faculty. This reflects a modest increase from 104 last year. The Director of Diversity Recruiting executed 54 of these contacts. I also, met with 21 visiting community members to discuss possible University of Denver employment opportunities. This number is an increase from 15 candidate visits during the previous year. The Office of Diversity Recruiting contributed $5,790 to help defray the cost of faculty recruiting and other related expenses to diversify faculty, an increase from $1,364 last year.

Retention of a Diverse Faculty

The Office of Diversity Recruiting met with 15 (a decrease from 16 last year) DU students/faculty/staff/administrators in response to requests for support due to concerns about climate issues as women or underrepresented group members learning or working on the DU campus. Support for success was also provided to the following University of Denver faculty and staff resource/affinity groups:

- Asian, Asian American, Pacific Island Community (AAAPIC)-NEW
- Faculty of Color Association (FOCA)
- Staff of Color Association (SOCA)
Resources to Promote Inclusive Excellence

The Office of Diversity Recruiting continued to develop and update online faculty hiring information and materials which include lists of Minority Serving Institutions, Professional Affinity Organizations, and information related to implicit bias, diversity interview questions and more. Additionally, the Faculty Hiring Guide Task Force, appointed by the Provost, completed efforts to revise the document. The resource is now available for use by faculty search committees. Finally, the development of online search committee preparation modules was completed and the resource is now available for use by the DU campus community.

Data Reporting

Requests for the Director of Diversity and Recruiting to provide guidance, support, and resources remained stable compared with requested from the past year. Additionally, resources including online search committee preparation modules and the Faculty Hiring Guide were developed and made available to the University of Denver community.

Appendix A includes charts that offer a visual representation of the trends related to University of Denver faculty diversity hiring. The first chart shows the total headcount of faculty by race/ethnicity. The next chart shows the total percentage of faculty of color from 2014 to 2016. The next sets of charts show the percentage of tenured, tenure track, and total faculty disaggregated by race/ethnicity from 2010 to 2016. The next set of charts show newly hired tenure line faculty, disaggregated by gender identification and race/ethnicity for 2014 to 2016. The final chart shows tenure line faculty who have left DU, again disaggregated by gender identification and race/ethnicity for 2013-2014, 2014-2015, and 2015-2016. Additional data, including charts that show the actual counts for each year, disaggregated by tenure status, race/ethnicity and gender are provided.

Summary

Diversity recruiting, and now retention, continues to be the focus of intensive efforts important for providing our students the benefits of an excellent educational experience. Faculty members guide student learning, design and translate knowledge and research. A faculty that reflects diverse backgrounds, engages inclusive pedagogies and curriculums strengthens research, enhances the learning experience and helps create a vibrant academic culture. The Office of Diversity and Inclusion will continue efforts in support of the DU campus community to recruit and retain outstanding scholars and teachers who contribute to an increasingly diverse and academically distinguished faculty. We will support all faculty members to continue to expand their scholarship, teaching and engagement skills.

For the upcoming academic year, work will focus primarily on efforts to develop and maintain resources, including opportunities for mentoring and leadership development, to address the unique needs and experiences of historically underrepresented faculty. New programs will include an evaluation component to appraise the effects of the programs.
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.

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.

The IRISE initiative continues its success 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.

Staffing for IRISE consisted of the following:

- .5 Assistant Provost for IE Research & Curriculum Initiatives
- .3 Director of College Access and Pipeline Programs
- .25 Administrative Assistant
- 1.0 Graduate Fellows

**Postdoctoral Fellowship Program**

For 2016-17, IRISE supported five postdoctoral fellows, engaged in various areas of study with regard to (in)equality. Post doctoral fellows during the 2016-17 academic year included:

- Dr. Daniel Olmos, Race, Inequality, Social Change (RISC) and Policy Fellow
- Dr. Pranitha Mudliar, Environmental Justice and Sustainability Fellow
- Dr. Angel Hinzo, Interdisciplinary Indigenous Studies Fellow
- Dr. Holly Okonkwo, Educational Inequity and STEM Fellow
- Dr. E. Dale Broder, ESTEAM Fellow

Post docs engage the DU community, Denver community, and larger scholarly community in a variety of ways during their two year tenure. During the last academic year, these five post doctoral fellows taught four classes, progressed approximately 20 publications in to the pipeline (e.g., submitted, under review, and/or accepted for publication), presented at over 25 conferences or workshops, and received over $15,000 in research grants monies. Their accomplishments and contributions include the development of 3 new course to be taught at DU, as well as holding seats on many committees, research teams, and mentoring programs here at DU. Examples from each post doctoral fellow highlight the breadth and depth of the work they are doing within and beyond the academy.
**Dr. Daniel Olmos**
Dr. Olmos spent many hours through his first year as a post doctoral fellow engaged in a research project with Dr. Rebecca Galemba in the Korbel School of International Studies. This research project on *Just Wages and Immigration Rights* provided Dr. Olmos with opportunities to work with the Wage Theft Task Force, a coalition of organizations dedicated to eradicating wage theft. As a part of that task force, was appointed and trained as the *Know Your Rights* trainer for the non-profit law firm Toward Justice.

**Dr. Pranietha Mudliar**
As a post doctoral Fellow, Dr. Mudliar is interested in developing an environmental justice framework in the context of watershed management to understand how watershed management groups in the United States and India interpret and implement the goals of environmental justice. In her first year at DU, Dr. Mudliar completed five publications that have been submitted or accepted. She made four conference presentations and received $4,200 in research grant funding.

**Dr. Angel Hinzo**
Dr. Hinzo’s research topics – Native American history, federal Indian policy, and methods of decolonization – were front and center during her first year at DU, as she participated in multiple panels, guest lectureships, and presentations regarding the Dakota Access Pipeline. Along with her committee service and service to the indigenous undergraduate population at DU, Dr. Hinzo presented academic papers at six conferences, developed two courses (to be taught during the 2017-18 academic year), and co-taught a course in the Graduate School of Social Work titled, *Historical Trauma and Healing*.

**Dr. Holly Okonkwo**
Dr. Okonkwo, as the fellow on Educational Inequity and STEM, worked at the intersections of gender, race, and science in education. A cultural anthropologist, Dr. Okonkwo developed and taught a course titled “Situating science, interrogating power: Postcolonial and feminist approaches to science and technology studies.” Also, over the course of the year, Dr. Okonkwo revised her dissertation into a book manuscript for consideration of publication, submitted three articles in highly visible journals, and presented at a conference. Engaged in the community outside the academy, Dr. Okonkwo served on the board for the Committee for Gender Equity in Anthropology, is a member of Colorado’s chapter of the Scholars Strategy Network, and was a volunteer technical director for BlackGirlsCode.

**Dr. E. Dale Broder**
During her first year as the ESTEAM Fellow, Dr. Broder contributed to the publication of seven peer-reviewed articles, one book chapter, and two articles in the popular press. Additionally Dr. Broder presented at six conferences, taught a course titled “Evolution and Speciation” and mentored seven undergraduate students in completed their thesis papers or course projects. In her mentorship with two undergraduate students they received $5,500 in undergraduate research funding with an additional $2,500 in funding for Dr. Broder’s own research agenda.

For a detailed list of the work of the IRISE post doctoral fellows please refer to Appendix B.

**Race, Inequality, and Social Change (RISC)**

The *Race, Inequality, and Social Change (RISC)* program, emerged out of sustained conversation among students, faculty, and staff over the last several years about the lack of a race and ethnic studies program at DU. The absence of this program was concerning for several reasons, among those where DU’s reputation as a majority White elite institution, its inconsistent and sometimes troubled relationship with Denver and Colorado’s communities and students, faculty, and staff of color, and DU’s stated, but uneven commitment to Inclusive Excellence.
The values of the RISC program are found on its website. This site outlines the program and provides an opportunity for the greater community to share their thoughts about the program and how it would affect DU. The website also lists current DU courses that align with RISC values. This has served as an invaluable resource for students seeking this information.

During the 2016-2017 academic year, Drs. Sarah Pessin and Tom Romero worked with the Office of Teaching and learning to create an assessment tool for RISC identified courses. The surveys were sent to students and to faculty.

- Anonymous Student Survey online
- Faculty RISC Survey online

Drs. Pessin and Romero will use the fall 2017 quarter to assess the survey and make a recommendation concerning next steps for RISC.

### Faculty and Student Research/Creative Works Grants

In 2016-17, IRISE continued to support both faculty and student research/creative works through the awarding of research grants. IRISE also gave $1,000 to support undergraduate and graduate student conference travel and was able to provide $15,000 for the recruitment of new faculty who support IRISE’s mission.

IRISE supported the following completed projects for the 2016-2017 academic year.

**Graduate Students**

*Tejaswini Srinivas*, Negative Attitudes Toward Immigrants and Immigration: The Lens of Cultural Conflict

**Faculty**

*Dr. Aaron Schneider*, Political Economy of New Orleans: Satellite Governance and Inequality.

### IRISE Research Showcase

In 2017, IRISE held its 2nd IRISE Research Showcase. The program sought to highlight the excellent interdisciplinary research on inequality on the University of Denver campus.

Keynote Faculty Speaker; Dr. Robin Walker Sterling

**Graduate Student Paper & Poster Competition**

The IRISE Graduate Student Paper and Poster Competition selected 3 papers that were then presented, and 2 poster presentations (1 graduate and 1 undergraduate). All of the winners were awarded professional development funds.

**Graduate Student Paper Competition Winners**

- Jennifer Eltringham, MCE: Feminist Approaches to Library Services"
- Myynthia Anthym, MCE: "Now You See Me"
- Ana Gutierrez, Korbel: "Reclaiming Indigeneity"

**Poster Competition Winners:**

- Eva Sofia Horna Lowell, Candidate for B.A in Ecology and Biodiversity/B.S. Spanish
- Josh Baldwin, Ph.D. Student in Department of Geography and Environment

### Campus Presentations and Partnerships

IRISE supported 12 campus talks, programs and lectures, often partnership in 2016-17, including but not limited to the following:

- Divisive Discourse in Politics Lectures and Workshops with the Center for Judaic Studies, the Departments of Religion, Sociology, Communications, and the Graduate School of Social Work, and College of Law, and CME.
Occupying Academic DU: Building Intellectual Communities Committed to Learning and Doing Social Justice at the Annual Diversity Summit

Racism, Trauma, and Healing at the Annual Diversity Summit

Can College and University Campuses Provide “Sanctuary” from Immigration Enforcement? At the Annual Diversity Summit in collaboration with the SCOL Rocky Mountain Collective on Race, Place and Law

Founders Lecture Series as part of the Founders Celebration: The Lecture Series was hosted by IRISE to highlight our evolving history related to this year’s Founders Celebration theme: “Finding our Founders.” The series of lectures by five faculty members focused on various points in DU’s history, from Woodstock West on campus to the search for racial equality in higher education. These conversations will help us to learn from our history and continue to enact the kind of change that will strengthen our community for generations to come.

For a complete list of campus presentations and partnerships, see Appendix C.

Roger Salters Institute (RSI)

The Roger Salters Doctoral Writing Institute (RSI) had a productive and successful year, which culminated in doctoral degree completion or achievement of important doctoral milestones for several current and former participants. The partnership with the Writing Center was strengthened with the addition of writing consultants to at least two workshop sessions. In addition, the positive feedback participants consistently offered in their session reflections was filled with appreciation for IRISE faculty affiliates who facilitated several sessions. The doctoral workshop series ran from January through May, 2017.

RSI Doctoral Cohort

The RSI Doctoral Writing Institute cohort consisted of ten students who participated in four face-to-face-sessions held during the winter and spring terms. As part of their participation in the doctoral writing institute, participants were clustered into accountability groups to strengthen support in completing their writing projects. There was a total of three groups formed. Beyond successfully empowering participants to make progress, these smaller communities proved to be a critical aspect of the RSI experience as relationships and support beyond writing partnerships also flourished.

RSI Writing Retreat

The doctoral writing workshop series culminate in a two-day overnight writing retreat at Mt. Evans Cabin near Idaho, Springs, CO. The writing Retreat will be held June 2-4, 2017. This two-day overnight writing retreat, is designed to offer participants uninterrupted time to write and focus on a writing project of their choice (articles, comps, dissertation, etc.) and engage in writing activities that strengthen academic and professional writing skills. Participants will also be able to meet with faculty to do writing consultations on their work.

In addition to positive sentiments echoed in participants’ reflections about the effectiveness and strengths of the RSI doctoral writing workshops, there are additional accomplishments. This year, three former RSI participants graduated with their doctoral degrees: Andriette Jordan-Fields, Religion and Theological Studies; Bryan Hubain-Naggy, Higher Education; and Raquel Wright-Mair, Higher Education. Additionally, at least six current and former participants have reached significant milestones in their programs including passing their comprehensive exams and successfully defending their dissertation proposals.

Pioneer Pathways Program (P3)

The Pioneer Pathways Program (P3) is an IRISE student program for historically underrepresented students in their 2nd, 3rd, and 4th year at DU with an interest in doing research on issues of equity and pursuing a graduate degree.

The goals of the program are operationalized through three main components of the P3 experience: (1) monthly active programming including 2-hour topic based workshops focused on graduate school, research, and professional development, which will engage stakeholders such as career services, the undergraduate research
center, student organizations on/off campus, and IRISLe affiliated faculty and graduate students; (2) passive programming in the form of monthly newsletters to maintain students informed about opportunities pertaining to the foci areas engaged in active programming, and (3) social programming led by P3 peer mentor leaders who will also offer social and emotional support to P3 scholars throughout the academic year.

The 2016-17 P3 cohort consisted of 22 scholars. During the winter and spring terms 10 scholars attended P3 seminars consistently. Seminars took place weekly and focused broadly on discussing power and privilege and research related topics.

IRISE GA facilitated two P3 seminars addressing privilege and inequity. The remaining seminars featured faculty guest speakers and graduate students. The GA also offered one-on-one support for P3 scholars, particularly regarding career related questions. Although less than half of the 2016-17 P3 cohort consistently attended seminars, feedback from active participants was positive. In addition to that, there are several P3 scholars graduating this year: one P3 scholar from the 2012 cohort is graduating with a master’s degree and 15 P3 scholars from the 2013 cohort are graduating with bachelor degrees, two out of these 15 graduates are entering graduate school fall 2017.

P3 also supported STEM students in academic advising, conference participation, and independent research through the program being a participant in the National Science Foundation’s Louis Stokes Colorado Wyoming Alliance for Minority Participation (CO-WY-AMP). The purpose of CO-WY-AMP is to increase the quality of education for underrepresented minorities (African American, Hispanic, Alaska Native, Pacific Islander, and Native American) receiving baccalaureate degrees in Science, Technology, Engineering, and Mathematics (STEM). The P3 program enhances this support by giving students the tools to understand the applicability of STEM knowledge to issues of social inequality.

Summary

IRISE works to advance Inclusive Excellence, diversity, and equity at DU, as well as furthering DU’s public good mission by extending and connecting this work across campus to locally diverse communities in a comprehensive and meaningful way. From the impactful first year of our five postdoctoral fellows and their mentorship teams in teaching, research, and community engagement, to the research supported by IRISE at the faculty and student levels, to the academic and professional development of our students, IRISE continues 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. As recent events in higher education and around the nation attest, IRISE centers DU’s work to address the most seemingly intractable problems of social difference, structural inequality, and disparate equity today.
The University of Denver (DU) Latino Center for Community Engagement and Scholarship (DULCCES) advances critical interdisciplinary research, scholarly and creative work, and curricular development related to the historical, political, cultural, and intellectual legacy of Latin@s. The DU Latin@ Center plays a critical role in the creation and dissemination of knowledge and understanding about the Latin@ experience at the national and international levels.

Through its varied scholarly and cultural activities and events, DULCCES promotes a vision rooted in social justice and equity and is an essential participant in a cultural and intellectual process of empowerment and transformation. DULCCES seeks to promote excellence in scholarship and teaching to reflect the cultural experiences of Latinos across the globe.

The DU Latin@ Center for Community Engagement and Scholarship (DULCCES) promotes and advances knowledge affecting the Latino community through:

- Hosting visiting Latino scholars, film makers, poets, performing artists and culture critics
- Providing grants that support scholarship and creative works on topics that contribute to the knowledge and experience of the Latino community nationally and internationally
- Provide research briefs on areas of policy that affect the Latino community, and
- Support graduate education for University of Denver Latino students and students engaging in research focused on the Latino issues, concerns, and culture.
- Dissertation, MFA Master Project, and Undergraduate Fellowships based in Liberation or Critical Studies scholarship and creative works.

DULCCES’ staffing for the year consisted of the following:

- 1 Director, Latino Center for Community Engagement and Scholarship
- 3 Executive Council Members
- 5 Core Faculty
- 1 Visiting Scholar
- 1 10-hour a week support position

DULCCES’ faculty are involved in a variety of University leadership positions including:

- The Office of Diversity and Inclusion
- FIAC
- John Evans Study Committee
- Advisory Board For Gender and Women Studies
- The Chancellor’s Diversity and Equity Committee
- Academic Diversity Council

Programs, Activities, & Events

DULCCES supported a number of scholars and their events throughout the year.

Visiting Scholars Program

This on-going program supported one visiting scholar, Dolores Atencio, in 2016-17. Dolores’ work focused on the Lumanarias project which documents the contribution of 1st Latina Lawyers from 1900 to 1980. MassMutual and private donors have financially supported and are committed to this project. With the financial support of MassMutual, the Lumanarias project is in the process of creating a digitized exhibit that would be housed in DU’s Special Collections & Archives.
**DULCCES continued to collaborate in offering lectures as part of the (Cr)Immigration project. This project focuses on offering scholarship and programming related to immigration and interrogating the intersection of criminal law and immigration.**

**Occupying the Academy: Being, Thinking, Doing Decolonization International Symposium**
DULCCES developed a partnership with University of Waikato Te Kotahi Research Institute to create a symposium that hosted international scholars who shared work that investigate ways that Indigenous/Latino cosmology and epistemology, as well as critical resistive and de-colonial praxis informs scholarship across disciplines.

**Rocky Mountain Region FOCO National Association of Chicana and Chicano Studies Fall Convening**
As part of the Colorado FOCO consortium, DULCCES took responsibility for convening members of the Rocky Mountain Region FOCO to build a scholarly community of support for Scholarship focused on Latino issues. The convening included faculty and students from the University of Denver, Colorado State University Denver, Metropolitan State University of Denver, and Regis University.

**Indigenous Latino Oral Digital History Archives**
This collaboration between Ramon Beltran and DU libraries received support from a PROF grant to begin the Indigenous Latino Oral Digital History archives to be housed at the University of Denver. This project will digitize artifacts and collect oral histories of Indigenous Latinos in the Rocky Mountain region in an effort to expand the information regarding Latino culture.

**Juan Murrieta’s Head Film Screening & Lecture**
Professor, director and film maker John Valadez presented his new PBS film The Head of Joaquin Murrieta which introduces the volatile subject of Latino lynching. In addition, professor Valadez met with several groups of students from history, languages and literature, social work and journalism discussing the unveiling of Latino history through documentary work.

**Carlos Henríquez Consalvi (or Comandante Santiago), the Director of Museo de la Palabra y la Imagen**
In conjunction with languages and literature and anthropology and partially supported by the Marsico program Carlos Henríquez Consalvi, the founder of Radio Venceremos and the current museum director of Museo de la Palabra y la Imagen in San Salvador, El Salvador. Comandante Santiago presented about the founding of the underground radio station during the Salvadoran Civil War.

**Decolonizing Practices as Interventions and Research**
Drs. Linda Smith and Leonie Pihama delivered a lecture to the Denver community regarding the use and development of de-colonizing research and intervention approaches.

**The Wall**
In partnership with the Vicki Myhren Gallery DULCCES supported the art installation The Wall/La Pared. Which featured local and national artist addressing the medium of street graffiti. The exhibition included lectures by faculty including Dr. Bernadette Calafell from Communication Studies.

**Gentrification and the Northside**
In conjunction with Metro State University of Denver, Dr. Debora Ortega participated in a panel discussion about gentrification with local politicians, national scholars, and experts. This presentation occurred in the community at Highlands Tap and Grill.

**Racist and NonRacist Humor**
In collaboration with the Graduate School of Social Work, DULCCES sponsored an event the featured, DULCCES faculty member Raul Perez and internationally and nationally acclaimed political cartoonist Lalo Alcaraz. This presentation focused on the history of brown face humor and its relationship to black face humor and dehumanization. Alcaraz featured his political cartoons as forms of resistance in the popular media.
Los Otros Dreamers
In partnership with the Korbel School of Latin American Studies and UC Boulder Department of Geography, Author Jill Anderson, & Raziel Jaramillo Ramos presented stories of young people starting over in Mexico after spending many of their formative years in the US. The program humanizes and exposes people to the immigration experience and the struggle of liminal identity.

Community Engagement

University Park Methodist Church
DULCCES participated in the installation of the first female and first Black pastor of University Park Methodist Church, Dr. Valerie Jackson. University Park Methodist Church includes a youth mission project to Mexico, DULCCES is participating in the development of training for this youth ministry that contextualizes the needs of poor Mexican communities within the culture, history, and politics of the U.S.-Mexico sociopolitical relationship.

W.K. Kellogg Foundation Ramon Murgia, Board of Trustee member
DULCCES was invited to participate in a discussion with the Kellogg Foundation about the success and challenges of investments in Colorado from private foundations. The focus of the conversation included urban versus rural challenges and the immigration context.

Latino Community Foundation of Colorado Telling Our Stories
DULCCES participated as content developer and panelists for the community forum about political participation of Latinos across the nation. Latino faculty participated with national experts and advocates for community engagement including representatives from the National Council of La Raza, Brooklyn New York City Councilman Carlos Menchaca, and other national leaders.

Community Symposium: Modern Manifest Destiny
In partnership with Metropolitan State University of Denver, Chicano/Chicana Studies program DULCCES faculty, affiliated students, Denver politicians and national scholars participated in a panel discussion about gentrification of the “Northside” which is a historically Latino neighborhood in Denver.

United Way
Mile High United Way contacted DULCCES to discuss organizational change that is inclusive and attends to issues of power and exclusion. Mile High United Way has a large Latino employee base; however, these employees tend to be at entry level and not management positions. In addition, employees are not optimizing educational benefits.

Latina Safe House
The new executive director of Latina Safe House, a Latina Interpersonal Violence program, contacted DULCCES to participate in a brainstorming session with faculty members from Colorado State University and University of Colorado Boulder and community leader Cec Ortiz to discuss the unique needs of Latinx people related to issues of interpersonal violence. DULCCES contributions largely focused on the immigration contexts, multiple experiences of violence during the migration process, race related stress, and collectivist context.

Grants and Funding
DULCCES continued to offer grant opportunities for both faculty and graduate students in support of research, scholarship or creative activity, teaching, or activities with community members/partners that support the DULCCES mission. Grants of up to $5000 were available based on proposal submitted to the DULCCES Executive Committee. Several grants were funded:

- Nestor Gomez Moralez – Joint PHD Religious Studies, Student. Qualitative research investigating Latino/a Pentecostals addressing Social Struggles. $4500.00
• Dr. Albert Hernandez - Joint PHD Religious Studies, Faculty. Literature research accessing original works and contributions of Spanish Protestant Reformer Juan de Valdes. $2500.00.
• Professor Christopher Lasch – Law School, Faculty. “Mapping the shifting immigration timeline.” $1500.00.
• Professors Christopher Lasch and Cesar García Hernández (Crimmigration)
• Dr. Judy Kiyama - Higher Education, College of Education, Faculty. Developing a College-Going Culture in Latina/o Families: Exploring the Influence of Funds of Knowledge in Family Outreach $2485.
• Dr. Raul Perez - Sociology, Faculty. Literature and document research “De(mock)racy from Above? Beppe Grillo and the Five Star Movement in Italy”

DULCCES also introduced a new $3,000 award for a dissertation, MFA major project, and an undergraduate fellowship that was awarded for work that is specifically related to Latinos and matches DULCCES’.

• Nivea Castenada received the dissertation award for her work En Boca Cerrada No Entran Moscas. Flies Don’t Enter Closed Mouths: A Grounded Theory Study of Latinas’ Testimonios of Child Sexual Abuse Disclosure. She completed her dissertation and graduate in June of 2017.
• Getsemany Rivera, Undergraduate Freshman, received a fellowship to develop work regarding Deferred Action for Childhood Arrivals and College access.

**Research & Scholarship**

**Hemodialysis and Immigration Status**
This research supported by DULCCES in partnership with Denver Health Medical Research, Lilia Cervantes, MD. investigates the restricted access of undocumented people to hemodialysis. This qualitative study was published in the Journal of the American Medicare Association, Internal. The title of the article is, Sometimes I come in almost drowning.” The chronic illness experience of undocumented migrants receiving emergent-only hemodialysis.

**Discipline Disparities in Education**
This work occurred as a result of our IRISE post doc and the relationships established by Yolanda Anyon with DPS. This included analyzing a large data set of discipline data from DPS. As a result of the quantitative data analysis the article "An Exploration of the Relationships between Student Racial Background and the School Sub-Contexts of Office Discipline Referrals: A Critical Race Theory Analysis" by Drs. Yolanda Anyon (social work); Chalane Lechuga (Metro State of Denver University Chicano Studies), and Debora Ortega was accepted for publication in the Race Ethnicity and Education.

**Critical Race Theory and Politics**
In conjunction with Faculty members at the University of Nevada Reno, transcripts of public hearings about key ethnically or racially significant bills are being evaluated using Critical Race Theory. During the last Nevada election, the racial and sexual orientation diversity of senators expanded. This research is used to determine if the basic premise of critical race theory, that all laws and policies are designed to protect, sustain and promote whiteness, functions among in public policy discourses.

**Scholarly Presentations**

Dr. Lydia Gil – Languages and Literature. Faculty. Presentation at Australasian Universities Languages and Literature Association of “Between Love and Pain: Writing the Inexpressible in Literary Testimonies of Atrocity.” $1363.62.

Dr. Oscar Somoza – Languages and Literature. Faculty. Presentation of Literary Spaces and Resistance in Early 20th Century Spanish Language Newspapers. $2439.19.
Adrianne Martinez – Graduate School of Social Work Staff/Higher Education, PhD Student. Two presentation at American Education Research Association Conference; the Use of Spiral Dynamic Theory as a Guide to Examine Civic Engagement at For-Profit Universities and Critical Race Approaches, Resistance, and Black Achievement $1398

Drs. Lisa Martinez, Debora Ortega, Maria Salazar, Tom Romero and Professor Christopher Lasch. (Interdisciplinary effort with sociology, education, social work and law). Paper Panel – The interlocking Dimensions of Crimmigration.

**Education**

**Latino Studies Project**
DULCESS worked on the initial investigation into the creation of a Latino Studies program that would include a major, minor, and graduate certificate. Much of this initial investigation revolved around financial implications and costs to fund such a program.

**Fall Writing Retreat**
DULCCES hosted a fall writing retreat that was open to faculty and doctoral students. This was a structured writing retreat led by Dr. Tanya Golash Boza.

**Latino PhD Student Professional Development**
In Spring 2017, DULCCES began monthly professional seminars for Latino doctoral students.

**Summary**
DULCCES plans to continue their successful collaborations and good work in the 2017-18 year, with a continued focus on scholarly and cultural activities and events. The changing policy context disproportionately affects Latinos in the areas of health, education and immigration. DULCCES will continue to support the development and dissemination of knowledge that impacts policies and practices impact Latinos in these important areas. In addition, creative works will be promoted that expose the contributions of Latinos nationally and globally as we educate the DU and larger community about the history and legacies of Latino communities around the globe.
Office of Teaching and Learning (OTL) Collaboration

The Assistant Director for Inclusive Teaching Practices at the University of Denver’s Office of Teaching and Learning, supports the advancement of diversity, equity and inclusion by developing, leading and assessing strategic programming in inclusive pedagogy. In collaboration with faculty, administrators, and the Office of Diversity and Inclusion, OTL designs workshops, faculty institutes, online Inclusive Teaching Practices Portals, and consultation protocols to support the creation of learning environments that value intersecting social identities, foster community, enact collegiality and promote academic excellence.

DU Workshops

One of the main avenues of engagement with the DU population and beyond in trainings and workshops. These methodological approaches allow OTL and ODI to work toward equipping the DU campus – classrooms, pedagogies, extracurricular events, student life spaces, and curriculums – and embedding within its culture the university mission of inclusion. During the 2016-17 academic year OTL hosted over 25 workshops for DU community members, in particular DU faculty. A sample of these workshops include: (for a complete list of OTL/ODI inclusive teaching and research workshops, please see appendix D)

OTL Workshops

- “Inclusive Teaching Practices Faculty Primer.” Fritz Knoebel Faculty/Staff Meeting, September 14th.
- “Universal Design for Learning and Inclusive Teaching Practices.” Course Design Institute, OTL, August 17th, AAC Loft.
- “Microaggression and Implicit Bias.” Workshop for Butler Institute, May 16th.
- “Cognitive Diversity and Inclusive Pedagogy in STEM.” NSM Faculty and Graduate Students. February 17th, 2017. 12-1:30pm.

OTL/ODI Co-Sponsored Workshops

- “Teacher Transparency and the Creation of Identity Affirming Learning Environments.”
  To investigate how teacher transparency can humanize the instructor and reduce the anxiety and intimidation that can be created by a faculty member’s reputation or high profile status.

Community Workshops

The practices of OTL and its shared work with ODI go beyond the borders of the DU campus. Together with universities in the state, OTL inclusive teaching workshops and presentations engage faculty, staff, and graduate teaching and research assistants in the work of inclusive research and pedagogies. Here are a few examples of the presentations/workshops led by OTL within the larger academic community:

- “Inclusive Learning Environments Primer.” Graduate Teacher Program Fall Intensive, University of Colorado Boulder, August 25th.
- “The Ethical Dilemmas of the Academic Job Market.” Collaborative Preparing Future Faculty Network Forum, University of Colorado Boulder, March 11th.
- “Critical Race Theory and Inclusive Pedagogy: Enacting Truth-Telling and Embracing Subjectivity in the
Classroom and Beyond.” Inclusivity and Radical Honesty in the College Classroom, Graduate Teacher Program Spring Conference, University of Colorado Boulder, January 13th.

**Equal Opportunity and Title IX**

In addition to workshops and the creation of website modules to aid in inclusive practices, OTL works alongside the Office of Equal Opportunity and Title IX to aid academic units in the developing trainings and policies, to ensure inclusive and equitable practice. In this role of consultation, OTL has worked with the Department of Psychology and the Korbel School of International Studies in their pursuits of Inclusive Excellence.

- **Department of Psychology:** Work with department chair, Dr. Anne DePrince to develop robust training and pedagogical supports to formatively address department-specific racial microaggressions and filed complaints against faculty.
- **Josef Korbel School of International Students:** engage in a high-impact consultation with faculty member around Gender Identity and Sexual Orientation microaggressions. Develop robust and individualized supports to address heteronormative language in the classroom and the protection of students disclosed sexual orientation during class. Offer ongoing support and check-in points to further ensure timely and relevant application of identified pedagogical supports.

**Research & Assessment**

In partnership with IRISE, Dr. Christina Paguyo, the Director of Assessment in the Office of Teaching and learning received a $5,000 research grant toward the design, pilot and implement of a time-efficient, high-impact faculty consultation protocol centered on key dimensions of inclusive excellence to support the active implementation of inclusive pedagogies across all academic disciplines. Rooted in key tenets of formative assessment; this consultation protocol is a confidential, guided self-reflection that will (1) strengthen faculty’s competence in inclusive pedagogies; (2) identify pertinent inclusive teaching practices that consider the faculty’s identities, worldview and discipline; and thus (3) yield high-quality learning experiences that consider faculty member’s whole self and wellbeing.

**Online Portals & Toolkits**

To provide a variety of methods, approaches, and access points for faculty and adjunct faculty in the learning about and implementation of inclusive teaching practices, OTL created a series of on-line portals regarding such practices. These portals covered a variety of topics, each segmented into a module comprising an introduction with downloadable academic articles, a guide to incorporating the framework into your teaching, and recommended TED Talks and websites. Modules included, Inclusive Excellence, inclusive pedagogy, intersectional pedagogy, universal design for learning, and community of inquiry model, to name a few. Additionally, the portal includes a "Diversity Considerations" button to aid faculty in familiarizing themselves with key aspects of diversity.

Further, OTL created a portal designed to support the Ritchie School of Engineering and Computer Science’s strategic plan for undergraduate educational excellence. “Senior Design” is a set of courses that has fundamental training in Inclusive Excellence to have students performing at their peak potential.

Toolkits created by OTL are downloadable handouts that define critical frameworks and provide steps for faculty to pivot their teaching toward a more equitable, diversity-minded approach. The content differs from that in the faculty portals. Examples of these toolkits include: Inclusive Excellence and Intercultural Knowledge and Competence.

**Service & Collaboration**

During the 2016-17 academic year, The Office of Teaching and Learning participated in the Academic Diversity Council and hiring committees at DU.
Moreover, OTL has ongoing collaborations with over 10 units (both academic and student affairs) on campus. These collaborations and some of the projects and resources created and developed include:

- **Office of Diversity and Inclusion (ODI):** Workshops, research, special projects and events.
- **Center for Multicultural Excellence and Student Life:** Resources (development and distribution).
- **Library Liaison Advisory Group:** Developing workshop series to support diversification of content.
- **Center for World Languages and Cultures:** Developing CLAC pedagogical framework to support incorporation and recognition of students’ first language in the classroom.
- **Office of Equal Opportunity:** Ongoing support and consultations for faculty/academic departments.
- **The Office of Title IX:** Ongoing support and consultations for faculty/academic departments.
- **Office of Internationalization:** Developing Intercultural Knowledge and Competence modules and Toolkit for faculty. Worked to re-design Pre-Departure online student training.
- **University College:** Developed a diversification of content rubric for a research course in UCOL, sent it out to various campus partners for feedback and review.
- **Morgridge College of Education:** Developing Graduate Inclusive Teaching Certificate for TAs and GTIs.
- **Center for Judaic Studies:** Partnered OTL in Interfaith Calendar Challenge and asked for feedback on all Religious and Spiritual Diversity Considerations for faculty portals.
- **University Chaplain:** Participated in faculty and administrators reading group and development of resources to increase interfaith literacy and etiquette in the classroom.
- **Graduate Studies:** Strategize collaboration for implementation of Graduate Inclusive Teaching Certificate, organize CU Boulder graduate student visit to increase synergy between DU and CU Boulder Graduate Teacher Program and Collaborative Preparing Future Faculty Network of institutions of Higher Ed. Across the Front Range.
### New Instructional Faculty

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Appendix B

IRISE Post Doctoral Fellows Accomplishments

DAVIN OLMO US, PH.D.
Race, Inequality, Social Change (RISC) & Policy Fellow

Fall Quarter 2016

DU Just Wages & Immigrant Rights
- Research assistant to Dr. Rebecca Galemba’s DU Just Wages project on day laborers. Implemented survey interviews in five day laborer corner sites.
- Participated in Direct Action Team Against Wage Theft at El Centro Humanitario. Facilitated wage theft claims through the direct-action team and recovered wages.
- Participated in the Wage Theft Task Force, a coalition of organizations dedicated to eradicating wage theft. I was trained and appointed as a Know Your Rights Trainer for the non-profit law firm Towards Justice.
- Conducted 5 open-ended, qualitative interviews with day laborers regarding racialization, wage theft, and precarious living.
- Participated in monthly Colorado Immigrant Rights Coalition meetings in Denver, CO

Campus Service/Engagement
- Participated in “Divisive Discourse” panel on Immigration in September.
- Coordinated ‘Social Justice Solidarity Series’ event with students of color at the Josef Korbel School of International Studies in mid-October.
- Facilitated #NODAPL activities at DU and DCC/Metro/CU Denver campuses, along with the Native Student Alliance.

Professional

Scholarship
- Prepared essay for publication: “Banning the Leaf Blower: Hostile Privatism, White Pure Space, and Brown Noise.”
- Revised and expanded book manuscript.

Winter Quarter 2017

Teaching
- Taught INST 4628: Social Movements in Latin America & Beyond, graduate-level course at Josef Korbel School of International Studies. 18 students.

Scholarship
- Invited to submit journal article “Urban Borderzones: Spatially Articulating Racialization, Migrant Precarity, and Neoliberal Governance,” in Sociology Compass journal (due 9-1-17).
- Revised and expanded book manuscript.
- Co-writing article on wage theft with Dr. Nancy Reichman (Sociology and Women’s College)
- Presented working paper at the ‘Mesa Roundtable’ and received feedback.

Professional
• Secured tenure track offer at CSU Northridge, negotiated start date of Fall 2018.
• Became Scholar Strategy Network (SSN) member.

**Campus Service/Engagement**
- Coordinated and organized an all-day “Direct Action Workshop” with 50 students through the ‘Social Justice Solidarity Series’, late January.
- Attended and participated in DU Sanctuary activities.

**DU Just Wages & Immigrant Rights**
- Member and participant of the Wage Theft Task Force in Denver, CO.
- Delivered Know Your Rights workshop on wage theft at Blair-Caldwell African American Research Library, Denver, CO
- Attended annual training for members of Colorado Immigrant Rights Coalition (CIRC) to become member of Docu-Team.
- Conducted 5 open-ended, qualitative interviews with day laborers regarding racialization, wage theft, and precarious living.

**Spring Quarter 2017**

**Scholarship**
- Co-writing article on wage theft with Dr. Nancy Reichman (Sociology and Women’s College)
- Writing invited Sociology Compass journal essay.
- Writing and submitting essay on “Banning the Leaf Blower” to Sociology of Race and Ethnicity journal.
- Revise and expand book manuscript. Routledge press is interested (met with editor).

**Professional**
- Attended and presented at the Pacific Sociological Association (PSA) annual conference in Portland, OR.
- Attended immigration scholars network meeting at CU Boulder Law School.
- Attended and presented at the Law and Society Association (LSA) in Mexico City, MX.

**Campus Service/Engagement**
- Presented at DU Internationalization Summit on Sanctuary Campus Movement.
- Organizing Teach-In on Sanctuary DU on May 5 with panel of scholars, students, and a community activist.

**PRANIETHA MUDLIAH, PH.D.**
Environmental Justice and Sustainability Fellow

**Research Outputs and Publications**

**Peer-reviewed publications in Progress**
- **Mudliar, P. and Koontz, T** (2017) Institutions for Collective Action in a Socio-culturally Heterogeneous Community: A Case Study from Karnataka, India (Invitation to Revise and Resubmit to the *International Journal of the Commons*)
- **Mudliar, P. and Koontz, T**, Socio-cultural Heterogeneity and Design Principles: An Institutional Approach to Evaluating Watershed Management in the U.S. and India (to be submitted to *World Development*)
• Wedig, K. and Mudliar, P. Governing Common Waters: Small-scale Fisheries and the Growth of Aquaculture on Lake Victoria (to be submitted to African Development Review)
• Mudliar, P. Assessing Social Learning for Environmental Justice in Collaborative Watershed Partnerships (to be submitted to Society and Natural Resources)

Non-peer reviewed publications

Teaching and Guest-lecturing
Fall Quarter 2016:
• Guest Lecturer, Social-ecological Systems, Resilience, and One Health, Graduate School of Social Work

Winter Quarter 2017:
• Guest Lecturer, Comparative Environmental Law, Sturm College of Law
• Guest Lecturer, Human Security: Intervention Strategies for Economic and Social Development, Graduate School of Social Work

Spring Quarter 2017:
• Instructor, Battles Over Nature: International Conservation and Local Communities, Department of Geography and Environment
• Guest Lecturer, International Social Development, Graduate School of Social Work

Presentations at Conferences
• Wedig, K. and Mudliar, P (2017). “Governing common waters: Small-scale fisheries and the growth of aquaculture on Lake Victoria” International Association for the Study of the Commons, Utrecht University, The Netherlands, 10th-14th July, 2017

Workshop/Conference Participation
• “Impacts of urbanization on the food-energy-water nexus.” organized by the NSF, START, Belmont Forum, Future Earth, and the Sustainability Innovation Lab at Colorado at the University of Colorado, Boulder, 1st-3rd March, 2017
• Diversity Summit on Inclusive Excellence, University of Denver, January 19-20, 2017
• Teaching and Learning Week, Office of Teaching and Learning, University of Denver, 6th-8th February, 2017
• Women’s Conference, University of Denver, February 10th, 2017

Grants
• Internationalization Grant, Faculty Professional Development and Research “Environmental justice in collaborative watershed management: The role of social learning”: $1200
• **Faculty Research Fund**, “Where are the Minorities? Assessing Environmental Justice in Collaborative Watershed Management”: $3000

**IRISE Initiatives and Professional Development**

• **Community Organizing Institute**, Center for Community Engagement & Service Learning, September 30, 2016
• “**Facilitating Discussions for Critical Thinking**” Office of Teaching and Learning, January 30, 2017
• “**The Responsibility for Learning**” Office of Teaching and Learning, February 8, 2017
• “**Mid-term Student Feedback Session**” with Bridget Arend at the Office of Teaching and Learning, 26th-27th April, 2017
• Participated in Lunch and Learn Series
• Attended IRISE Research Showcase, May 11th 2017
• IRISE Writing Friday, May 12th 2017

**Community Engagement**

• On-going research with Groundwork Denver and the South Platte Urban Waters Partnership (SPUWF)
• Develop service-learning projects for Environmental and Social Impact Assessment with Groundwork Denver for Fall 2017

**Mentoring**

• Ph.D. Student, Jennifer Wilson: data collection, semi-structured interviews (March to April 2017)

**ANGEL M. HINZO, PH.D.**
Interdisciplinary Indigenous Studies Fellow

**Fall Quarter 2016**

**Research, Scholarship, Creative Works and Teaching**

**Presentations and conference papers**

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<tr>
<td>California Indian Conference</td>
<td>California Native Pedagogies: Sharing Resources and Teaching Methods for California Indian Studies Roundtable</td>
<td>San Diego, CA/ October 20-Oct. 22nd</td>
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<td>Occupying the Academy: Being, Thinking, and Doing Decolonization Symposium</td>
<td>Disrupting Master Narratives through Ho-Chunk Tribal History</td>
<td>DU/ Oct. 24, 2016</td>
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<td>National Women’s Studies Association Annual Conference</td>
<td>Settler, Please! Indigenous Disruptions of Settler Logics of Place Paper: Asserting Tribal Sovereignty in the &quot;Courts of the Conqueror&quot;: Nebraska v Parker as a Case Study</td>
<td>Montreal, Quebec/ Nov. 10-Nov 13th</td>
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<td>American Studies Association Annual Conference</td>
<td>Doing Indigenous History: New Directions and Perspectives Roundtable</td>
<td>Denver, CO/ Nov. 17-20, 2016</td>
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American Historical Association Annual Conference | Critical Approaches to Indigenous History/ Paper: Challenging Master Narratives and (Re)telling Ho-Chunk History, 1862-1935 | Denver, CO/ Jan. 5-8, 2017

- Invited to participate on campus panels regarding the Dakota Access Pipeline
  - The NoDAPL Movement at Standing Rock, Panelist, University of Denver Josef Korbel School of International Studies, 2016
  - NoDAPL and the Missouri River, Guest Lecturer: San Diego State University, American Indian Studies, 2016

Contributions to IRISE Initiatives
- Remained in contact with Dr. Billy Stratton about NAIS curriculum development

Campus and Community Engagement
- Attended Office of Diversity and Inclusion Fall Welcome
- Worked with Viki Eagle to provide support to the DU Native Student Alliance
- Attended George Levi exhibit opening
- Attended Gerald Vizenor lecture

Professional Development
- Occupying the Academy: Being, Thinking, and Doing Decolonization Symposium– Oct. 24, 2016, assisted with planning and presented at symposium
- Development of Math Culture Environment Academy project
- Job market applications

Winter Quarter 2017
Research, Scholarship, Creative Works and Teaching
- Developed 2017-2018 Courses
  - Contemporary Native American Experience: Film and Media
  - Native American Women: Colonialism, Violence, and Resurgence
- Killing the Black Snake #NODAPL, Guest Lecturer, University of Denver, International Development in Cross-Cultural Perspective, 2017

Contributions to IRISE Initiatives
- Remained in contact with Dr. Billy Stratton about NAIS curriculum development

Campus and Community Engagement
- Attended Diversity Summit
- Worked with Viki Eagle to provide support to the DU Native Student Alliance
- Collaborated in the development of the Math Culture Environment Academy project
  - Public Good Grant and IRISE Grant preparation and submission (Awarded April 2017)

Spring Quarter 2017
Research, Scholarship, Creative Works and Teaching
- Co-taught with Dr. Ramona Beltran: SOWK 4764 Historical Trauma & Healing
- Began preparation for teaching Fall 2017 and Winter 2018
Contributions to IRISE Initiatives
- Presented at Lunch and Learn event May 8, 2017
  - “Storied Bodies and Lands: Engaging with Native American History Today”

Campus and Community Engagement
- Worked with Viki Eagle to provide support to the DU Native Student Alliance
- Collaborated in the Development of Math Culture Environment Academy summer camp project (June 20-June 23)
- Courses listed as part of the Native American/Indigenous Studies Learning Community Project (Dr. Billy Stratton and Dr. Keith Miller)

Summer 2017
Math, Culture, Environment (MCE) Academy summer camp for high school students
- June 20-June 23 (9am-12:30pm)
- Observatory and Astronomy night (tentative July/August)
- Plant walk activity (tentative July/August)

Research, Scholarship, Creative Works and Teaching
- Complete DU IRB process
- Complete journal article draft
- Complete book review for Oral History Review
- Job search preparation
- Teaching preparation for the fall and winter

Figure 1: High school students erect a tipi under the direction of Bill Tall Bull on the last day of the MCE summer camp.
HOLLY OKONKWO, PH.D.
Educational Inequity and STEM Postdoctoral Fellow

Research, Scholarship, Creative Works and Teaching

- Revise dissertation into book manuscript for consideration by UC press.
  - Status: Ongoing. Book proposal complete by September 1st, 2017
- Submit one article for publication in a high visibility journal in anthropology (i.e. Cultural Anthropology, American Anthropologist, etc)
  - Status: Under review. Submitted March 14th, 2017
- Submit proposal for NSF SBE postdoctoral fellowship program in broadening participation. Deadline for submission: November 14th, 2016
  - Status: Pending. Shortlisted
- Roundtable presentation at the 2016 American Anthropological Association meetings on November 18th, 2016 in Minneapolis, MN. “Unsafe Structures: Navigating Guns, Harassment, Rats and Teaching On University Campuses”
  - Status: Completed
- Paper presentation at the 2016 American Anthropological Association meetings on November 20th, 2016 in Minneapolis, MN. “Designing Economic Development: Neoliberalism and Political Subjectivity in Civic Innovation”
  - Status: Completed
- Submit paper on broadening participation in computer science education to Special Interest Group on Computer Science Education. August 2017
  - Status: Ongoing. On track to meet original deadline.
- Submit paper on African American women in computing to 4S Society for Social Studies of Science annual meetings in Boston, MA. Deadline for Submission: March 1, 2017
  - Status: Paper accepted. Presentation Thursday, Aug 30 from 4-5:30pm.
- Apply for small internal research grants to examine DU computer science department/classroom/lab climate for 2017-2018. This may also include an exploration of informal learning at DU.
  - Status: On hold
- Attend Department of anthropology faculty meeting.
  - Status: completed
- Meet twice a quarter with mentorship team.
  - Status: Met 3 times. Schedule will be updated for year 2.
- Design course on “Gender, Race, and Science” to be taught during Spring quarter 2017. The course will explore the intersections of varying social forces such as race, gender, sexuality, class and colonialism and the processes of knowing, doing, producing and becoming in the sciences.
  - Status: Completed. See flyer and syllabus below. Course evaluations available June 23rd.

New Items

- Invited to present a paper at the Neoliberal Fever Workshop at University of Michigan School of Information. September 28-30, 2017
- Developed research proposal for a new project exploring international research experiences of women of color in STEM.
- Attended Gender Summit 10 in Tokyo, Japan

Contributions to IRISE Initiatives

- Advisory role for RSECS
  - Status: Ongoing
- Lunch and learn presentation in Winter quarter 2017
  - Status: Schedule for Fall 2017
- ODI Fall Welcome September 16th, 2016
  - Status: Attended
Appendix

- Faculty of color association meetings (ongoing)
- Diversity Summit Winter 2017
  - Status: Attended 2 events
- IRISE Research Showcase Spring 2017
  - Status: Attended
- Attend “Creating Inclusive Classrooms” November 17th, 2016 or January 2017
  - Status: Will participate in Service Learning Scholars program Fall 2017

**Community Engagement**

- Committee for Gender Equity in Anthropology, American Anthropological Association, Elected board member
- Colorado chapter of the Scholars Strategy Network
- BlackGirlsCode, Volunteer Technical Instructor
- Association of Black Anthropologists, member
- Association of Feminist Anthropology, member

**Course Taught**

- ANTH 3701: Situating Science, Interrogating Power: Postcolonial and Feminist approaches to Science and Technology Studies

**E. DALE BRODER, PH.D.**
Postdoctoral Fellow ESTEAM

**Peer Reviewed Publications**


**Book Chapters**


**Popular Press Publications**

- Broder ED (2017). What does “Incubator” mean to me? IRISE blog post.

Publications in Preparation (drafts available) *indicates mentored undergraduate
• *Mensch EL, Kronenberger JA, Broder ED, Funk WC, Angeloni LM. New kids on the block: enhanced reproductive effort of immigrants into laboratory populations of Trinidadian guppies. Biological Conservation.

PRESENTATIONS
• Broder ED (2016) Evolution and plasticity in Trinidadian guppies in the field, the lab, and the classroom. Department of Biology Seminar Series. University of Denver. Denver, CO.
• Bella Romero Academy (8th grade), Guilbert K, Broder ED (2017). To hide or not to hide: domestic and wild guppy preferences for microhabitat. Front Range Student Ecology Symposium. Fort Collins, CO.

Courses Taught
• Evolution and Speciation (BIOL-3010) Winter 2017
  ○ I developed and taught an interactive course focused on the scientific process, science communication, and inquiry teaching for upper-level undergraduates at DU.
  ○ See course website for student blog posts https://biol3010.wordpress.com/

Grants Awarded
• PinS Undergraduate Summer Research Grant (DU), undergraduate Kallie Feldhaus, $3,500.
• IRISE Undergraduate Research Grant (DU), undergraduate Kirsten Fetrow, $2,000.
• Travel award for the Gordon Research Conference (Gordon Research Conferences), $500.
• Grant to attend Avida-ED Active LENS educator workshop (NSF), $2,000.

Mentorship
• Kirsten Fetrow (junior) undergraduate thesis in progress on the effectiveness of science summer camps for girls at increasing scientific self-efficacy and interest in careers in science.
• Kallie Feldhaus (junior) undergraduate thesis in progress on how noise pollution and density affect mate searching behavior in field crickets. Emily Mensch (post-grad) manuscript in preparation of her honors thesis completed at Colorado State University.
• Lindsay Todd (senior) manuscript in preparation for an inquiry activity developed in my evolution course.
• Lisa Keim (senior) manuscript in preparation for an education activity developed in my evolution course.
• Eva Lowell (senior) manuscript in preparation for an education activity developed in my evolution course.
• Matt Driscoll (senior) manuscript in preparation for an education activity developed in my evolution course.
• Adam Irvine (senior) manuscript in preparation for an education activity developed in my evolution course.

Service
• Volunteer research associate. Akim Oda, Ghana. Spring break 2017
  ○ I accompanied Dr. Kofi Dadzie and Dr. Charlene Dadzie on a weeklong research trip to interview local coco farmers about access to markets. Dadzie and Dazie will produce a report for the government of Ghana with recommendations to improve the quality of life for poor rural coco farmers.
Guest Speaker: P3 Scholars Program. February 27, 2017
  - I discussed the importance of undergraduate research for graduate school, provided information and advice, answered questions, and shared examples of CVs, cover letters, and personal statements that I collected from first-year graduate students.

Volunteer: Femme in STEM. May 13, 2017
  - This is a 1-day program for girls age 9-13 designed to empower them in STEM fields.

Program founder and director: Bella Romero Science Club. September 2016-February 2017
  - This was the 5th year of the Science Club that I developed with Katie Guilbert. We meet for one hour each week at Bella Romero Academy in Greeley, CO and help the students conduct independent research that they present at a conference.

Select IRSIE Activities

- 11.2016 Attended planning and organizational meeting, ODI and AMP program
- 2.2017 Presented workshop, DU Diversity Summit on Inclusive Excellence
- 2.2017 Attended workshop, RSI writing
- 27.2.2017 Guest Speaker, P3 Scholars Program
- 20.4.2017 Attended workshop, Teaching and Learning about Race by Dr. Davison
- 27.4.2017 Presented lecture, Lunch and Learn Lecture
- 11.4.2017 Attend IRISE Research Showcase
Appendix C

IRISE Sponsored Presentations and Symposia

- Writing Fridays: Weekly Writing Sessions Sponsored by IRISE and the Writing Center
- DU Summer Research Kick-Off in Collaboration with the Office of Research and Sponsored Projects and the Department of Media, Film and Journalism Studies
- Divisive Discourse in Politics Lectures and Workshops with the Center for Judaic Studies, the Departments of Religion, Sociology, Communications, and the Graduate School of Social Work, and College of Law, and CME.
- HED at MCE Lecture Series by Dr. Michelle Fine
- HED at MCE Lecture by Dr. Ibram X Kendi
- Scholarship for Equity Forum with the Collaboration for Public Good DU 2025 Cluster
- Occupying Academic DU: Building Intellectual Communities Committed to Learning and Doing Social Justice at the Annual Diversity Summit
- Racism, Trauma, and Healing at the Annual Diversity Summit
- Can College and University Campuses Provide “Sanctuary” from Immigration Enforcement? At the Annual Diversity Summit in collaboration with the SCOL Rocky Mountain Collective on Race, Place, and Law
- Para-Place: An Exploration of the Spaces Betwixt and Between, Department of Anthropology and Abraham Lincoln High School
- Founders Lecture Series as part of the Founders Celebration: The Lecture Series was hosted by IRISE to highlight our evolving history related to this year’s Founders Celebration theme: “Finding our Founders.” The series of lectures by five faculty members focused on various points in DU’s history, from Woodstock West on campus to the search for racial equality in higher education. These conversations will help us to learn from our history and continue to enact the kind of change that will strengthen our community for generations to come.

Featured Faculty Presenters
  - Dr. Sheila Schroeder, Woodstock West: DU students and their choice to “build not burn.”
  - Dr. Tink Tinker, American Indians, the University, and Interpretation.
  - Dr. Tom Romero, DU’ing Science and Social Justice: Dr. George Bardwell and the Battle to Desegregate Denver’s Schools.
  - Dr. Frank Tuitt, Campus Protests and Student Demands: The Continued Search for Racial Equity in Higher Education. Davis Auditorium, Sturm Hall Dr. Bonnie Clark, On the right side of history: Japanese American students at DU during WWII.
Appendix D

OTL 2016-17 Workshops

- “Inclusive Teaching Practices Faculty Primer.” Fritz Knoebel Faculty/Staff Meeting, September 14th.
- “Universal Design for Learning and Inclusive Teaching Practices.” Course Design Institute, OTL, August 17th, AAC Loft.
- Inclusive Teaching Practices Primer for Graduate Students. Math Department, University of Denver. May 24th, STURM 376
- “Seizing Moments of Transformation: Recognizing Difference and Equity in our Practice.” Morgridge College of Education, University of Denver. Tuesday, May 23th, 11:45-12:45, Katherine Ruffatto Hall, Room 122.
- “Microagression and Implicit Bias.” Workshop for Butler Institute, May 16th.
- “Cognitive Diversity and Inclusive Pedagogy in STEM.” NSM Faculty and Graduate Students. February 17th, 2017. 12-1:30pm.
- “Diversity, Inclusion and the Ethical Responsibilities of Future STEM Faculty.” NSM Graduate Students. April 14th, 2017. 9:00-10:30am.
- Recognizing, Assessing and Addressing Implicit Bias and Microaggression in Real-Time. NSM. April 14th, 2017. 12-1:30pm. (Faculty)
- “Recognizing, Assessing and Addressing Bias in STEM Classrooms.” NSM Faculty. April 14th, 2017. 12-1:30pm.
- “Critical Considerations for Inclusive STEM Environments.” NSM Faculty and Graduate Students. May 19th, 2017. 12-1:30pm
- Affinity Arts Consulting, “Race in the Classroom: An Interactive Theatre Experience”. Co-sponsored by OTL and ODI. February 16, 2017. (72 people attended, 75 people registered)
- “Inclusive Excellence: Habits of Mind and Practice.” Co-Presented with Dr. Thomas Walker, Senior Advisor to the Chancellor and Provost on Diversity and Inclusion. Office of Teaching and Learning, University of Denver, December 5, 2016.
- “Seizing the Teachable Moment: Classroom Discussions with Potential (Not Peril).” Office of Teaching and Learning, University of Denver, December 5, 2016.
- “Unpacking Relevant Diversity and Inclusion Topics: From Safe Spaces, Trigger Warnings and Micro-Aggressions to Brave Spaces, Freedom of Speech and Micro-Affirmation- what it means, why it matters and how it informs our practice.” Office of Teaching and Learning, University of Denver, December 5.
• “Inclusive Group Work.” Co-Presented with Dr. Bridget Arend, Director of University Teaching. Office of Teaching and Learning, University of Denver, December 5, 2016.
• “Inclusive Group Work.” Co-Presented with Dr. Bridget Arend, Director of University Teaching. Office of Teaching and Learning, University of Denver, December 13, 2016.
• “Recognizing, Assessing and Addressing Implicit Bias in the College Classroom.” Office of Diversity and Inclusion, University of Denver, November 17, 2016.

OTL/ODI 2016-17 Co-Sponsored Workshops
• “Teacher Transparency and the Creation of Identity Affirming Learning Environments.”
• To investigate how teacher transparency can humanize the instructor and reduce the anxiety and intimidation that can be created by a faculty member’s reputation or high profile status.
• To explore a range of pedagogical considerations that instructors can utilize to facilitate identity affirming learning environments. Dr. Frank Tuitt, March 23, 2017 in AAC LOFT, 12-1:30pm. ODI/OTL.
• “Faculty Addressing Racial and Ethnic Diversity in the Classroom.” Dr. Chayla Haynes. April 20th, 2017. AAC 290.
• “Universal Design for Learning.” Dr. Alaina Beaver. May 18th, 2017, 12-1:30pm.

Inclusive Teaching Practices & IE Workshops Outside DU
• “Inclusive Learning Environments Primer.” Graduate Teacher Program Fall Intensive, University of Colorado Boulder, August 25th.
• “The Ethical Dilemmas of the Academic Job Market.” Collaborative Preparing Future Faculty Network Forum, University of Colorado Boulder, March 11th.
• “Identifying and Addressing Microaggressions.” Co-presented with Dr. James F. Walker. Diversity and Inclusion Summit, University of Colorado Boulder, February 23th.
• “Inclusive Classroom Discussion.” Graduate Teacher Program, University of Colorado Boulder, February 10th.
• “Critical Race Theory and Inclusive Pedagogy: Enacting Truth-Telling and Embracing Subjectivity in the Classroom and Beyond.” Inclusivity and Radical Honesty in the College Classroom, Graduate Teacher Program Spring Conference, University of Colorado Boulder, January 13th.