Office of Diversity & Inclusion
University of Denver

End of Year Report
2015-2016
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Executive Summary

2015-2016 has been a busy, exciting, and successful one for the newly formed Office of Diversity & Inclusion (ODI). Part of the process of becoming a new department, made up of previously established programs, has been a bit of trial and error as ODI has determined where we fit on the DU campus and how to work together to accomplish our goals. Under my leadership and with my support, ODI has established itself as a known entity at DU, providing support towards the University's strategic plan (DU Impact 2025), while also supporting and advocating for the University wide commitment to Inclusive Excellence and diversity. Some of ODI's accomplishments include but are not limited to:

**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.

**Renowned Diversity Lecturers**
ODI facilitated the on-campus visits of a number of renowned scholars and lecturers who shared their expertise with the DU community. These lecturers were highlighted by Dr. John Dovidio, Carl I. Hovland Professor of Psychology at Yale University, whose research on aversive racism and techniques for reducing conscious and unconscious biases is well respected in the field; and Dr. Alma Clayton-Pedersen, CEO of Emeritus Consulting Group and AAC&U Senior Scholar, who is a sought after consultant for higher education institutions in search of assistance with faculty professional development, diversity and institutional change, and program evaluation, amongst other topics. Lectures and events from these scholars and at other ODI sponsored lectures were well attended throughout the year, drawing in over 500 attendees.

**DU Community Conversations**
2015-2016 was a year of racial unrest for a number of US college campuses, and DU was no different. With so many questions and concerns circulating amongst the campus community, ODI worked with other campus diversity constituents to host a number of conversations and discussions designed to address the swirling concerns and open the gates for continued conversations concerning the racial climate for communities of color at DU. These events included campus conversations specifically for the Black DU community, a conversation for the Asian, Asian American, and Pacific Islander community, and a special luncheon between Chancellor Chopp and influential leaders from Denver's Black community.
Colorado and National Efforts
While much of ODI’s work is centrally focused within DU and the surrounding Denver community, ODI also worked to make wider connections in Colorado and nationally. The highlight of these efforts was seen in the hosting of the Critical Race Studies in Education Association Annual Meeting at DU. ODI’s efforts included planning and logistics, and work encompassed the securing of space, planning of meals, and scheduling of accommodations and transportation. The meeting, which took place over three days, was well attended and the efforts of ODI were appreciated by the Association and all in attendance. Members of the DU community were also well represented in the conference as panelists and speakers. ODI also hosted, in partnership with Alumni Affairs, the First (hopefully annual) Black History Month Celebration for DU’s Black Faculty, staff, students, and Alumni at the Mayor’s House. Finally, ODI facilitated a series of meetings between leaders in the Denver Black Community and Chancellor Chopp and Dean Chrite.

The work of ODI was also seen through its collaborative initiatives and the work of IRISE, the Director of Diversity Recruiting, and DULCCES. Some of their accomplishments include but are not limited to:

IRISE
IRISE continued their work 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. Examples of their work include:

- **The Race, Inequality, and Social Change (RISC) program** continued to emerge with the assistance of IRISE, and the work of Postdoctoral Fellow Dian Squire. For 2015-2016 RISC representatives continued to have conversations with the campus community regarding the Race, Inequality, and Social Change curriculum, and meeting with students, faculty, and staff to discuss the implications of the RISC program for the campus community. To help disseminate information and gather feedback on the program, a formal university website was created (du.edu/RISC). In the spring quarter, RISC awarded its first student nominated Outstanding Faculty member award to Dr. Ramona Beltran (Graduate School of Social Work).

- **Postdoctoral Fellowship Program** continued to support three fellows who contributed to IRISE’s mission through their research, teaching, publishing, and campus outreach activities. With the assistance of faculty and administrators, IRISE was able to successfully complete the search for five new Postdoctoral Fellows who will begin their careers at DU in 2016-2017.

- **Funding** was offered to support both graduate student research and conference travel, and faculty research. IRISE has already awarded $11,000 in funding for the upcoming 2016-2017 for relevant research projects.

- **Pioneer Pathways Program (P3)** continued to provide support to interested incoming historically underrepresented (primarily African-American, Native American, Latina/o, first generation, low income and Asian) students as they transitioned into the DU Pioneer community. This year P3 developed a new focus that provides guidance and skills to students over their four year college career as they prepare for Master’s and Doctorate Degrees. P3 was able to double its numbers and welcomed a cohort of 26 incoming students through the week-long residential program, of which 24 will be continuing their studies at DU for the 2016-17 academic year.

- **Roger Salters Institute (RSI)**, specifically the Writing Institute (RSWI), grew exponentially from last year. In the 2015-2016 academic year they expanded the reach to include master’s students from historically underrepresented communities, in recognition of the need to support all graduate students, instead of just doctoral students. These additions led to greater numbers involved in the writing workshops throughout the year.

Diversity Recruiting
Diversity Recruiting continued to provide support for the diversification of the faculty, including meeting with 60 search committees and hiring decision makers (a 67% increase from 2015-16), including five specific requests for assistance with efforts to strengthen the search committee process; meeting with 104 visiting candidates, 50 by the Directory of Diversity Recruiting, to discuss DU’s commitment to
Inclusive excellence (a 68% increase from 2015-16); meeting with 16 members of the DU community in response to requests for support related to concerns with climate issues (more than double 2015-16); offering financial support in the amount of $1364 to help defray the cost of faculty recruiting; and continuing to provide success support for affinity groups including FOCA, SOCA, and the newly formed Asian, Asian American, Pacific Islander Community (AAAPIC).

**DULCCES**

The DU Latin@ Center for Community Engagement and Scholarship (DULCCES) continued its work towards advancing critical interdisciplinary research, scholarly and creative work, and curricular development related to the historical, political, cultural, and intellectual legacy of Latin@s through a number of cultural and intellectual activities. In terms of scholarly output, DULCCES had both a book chapter and journal article utilizing data collected for the Pathways to Success: Latinos and Education program accepted for publication; and additional publications and presentations from a collaboration with DPS related to discipline disparities in education. DULCCES also supported a number of cultural events including the Luminaries de Ley Project, reception, and exhibit opening; the Day of the Dead at DU; No Mas Bebes film screening and lecture. Finally, DULCCES also continued to support the Latino Leadership Institute and helped to sponsor the National Association of Chicana and Chicano Studies Conference.

As can be seen by the extensive list of planned events for 2016-2017 (see Appendix), ODI has every intention of continuing the positive momentum that we have created in our efforts to both support and exemplify IE at the University of Denver

**CLOSING REFLECTIONS**

**Transition:** Managing a transition to a new structure went better than expected. Overall, I believe that the three pronged approach to diversity leadership went well once we were able to improve our communication. As can be expected there was some duplication in our respective areas but not to a significant degree. Now that we have had a chance to review the year we will be in a much better position to clarify roles and expectations as it relates to CME, EO/HR, and ODI programming.

**Leadership:** Serving as a member on Senior Staff and Dean's Council for the first time provided invaluable learning opportunities to better understand the complexity of trying to advance diversity, equity, and inclusion efforts across the campus and within multiple units. This increased access to senior administrators facilitated greater levels of communication and collaboration.

**Resources:** In its inaugural year, ODI initially struggled to deliver on its ambitious programming agenda with a limited budget and staff support. However, as additional resources were made available, ODI was able to expand its reach. Moving forward it will be important to clarify what role ODI is to play at DU and make sure the appropriate resources, including space, are allocated to support its success.

**Role and Responsibilities:** The Senior Advisor to the Chancellor and Provost on Diversity and Inclusion position, in my opinion, is still a bit ambiguous in terms of roles and responsibilities. The current job description provides a list of very important tasks but does not explicitly provide a clearly defined set of roles and responsibilities. Moving forward I would recommend that this position be redefined as DU's Chief Diversity Officer with duties and responsibilities that are delineated from the Assistant Provost for Inclusive Excellence Curriculum and Research Initiatives.

**Goals for 2016-2017:** High on the list of priorities for the upcoming academic year is the completion of the IE and Diversity Audit; the implementation of DU Impact 2025 strategic initiatives related to Diversity and Inclusive Excellence; the continued exploration of the possibility of creating an Ethnic Studies Program at DU; and identifying programmatic ways to respond to some of the current challenges facing our campus, the Denver community, the Nation, and the Globe related to race relations.
Respectfully

Frank A. Tuit
Sr. Advisor to the Chancellor and Provost on Diversity and Inclusion
University of Denver
Frank Tuitt, EdD.

SR. ADVISOR TO THE CHANCELLOR AND PROVOST ON DIVERSITY AND INCLUSION

Dr. Tuitt 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. Tuitt is a scholar devoted to the examination and exploration of topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. His research critically examines issues of race, Inclusive Excellence and diversity in and outside the classroom from the purview of faculty and students.

Suje Kim, MA.

PROGRAM MANAGER

Suje 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, PH.D.

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, Ph.D.

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, PH.D.
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, MLIS.
Kawanna is a native of Tennessee who comes to DU most recently from Miami, Florida. She is an alumna of the University of Oklahoma, where she earned her BA with Distinction in Psychology, and of the University of Washington, where she earned her MLIS. She is currently a doctoral student in the Morgridge College of Education Research Methods and Statistics PhD program, with a focus on institutional research. Kawanna transitioned from an eleven year career as an academic librarian and her research interests are focused on assessment in libraries, the recruitment and retention of underrepresented populations into library and information science, academic library management, and information literacy and critical thinking skills development. She is currently collaborating on a grant-funded research project with Dr. Amy VanScoy from the University at Buffalo entitled Including the Voices of Librarians of Color in Reference and Information Services Research.

VARAXY YI, MLIS.
Varaxy is a Higher Education PhD student in the Morgridge College of Education. Varaxy conducts research on the educational access and equity for historically underserved communities, such as refugee populations and Southeast Asian college students. Additionally, she is interested in the structures, systems, and environments in postsecondary institutions that foster success for all students. Varaxy holds a Master’s degree in Library and Information Science from San Jose State University. As a Graduate Fellow for the Office of Diversity and Inclusion and the Interdisciplinary Research Incubator for the Study of (In)Equality (IRISE), Varaxy also coordinates the Pioneer Pathways Program and the Roger Salters Institute. She is also a Research Associate for the Culturally Engaging Campus Environments (CECE) Project at Indiana University.
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.

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.

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 Events and Activities

ODI works collaboratively both within the unit and externally on campus and in the community. The following events and activities represent the efforts that ODI engaged in as a whole unit. The sections that follow detail in greater depth the activities undertaken by the entities who make up ODI.

Committee and Taskforce Involvement

Members of ODI served in leadership capacities within key IE-related campus committees and taskforces throughout the year.

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.

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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.

Panels, Lectures, & Presentations

Dr. John Dovidio (October 21, 2015)
Implicit Bias: Implications & Interventions
Facilitated by the Director of Diversity Recruiting, this visit from guest speaker and scholar Dr. John Dovidio included three separate events targeted to different members of the DU community. In the morning, Dr. Dovidio met with a small group of DU administrators to discuss the impact of implicit bias on hiring practices. A mid-day luncheon saw Dr. Dovidio sharing his expertise with over 100 members of the DU community. In the early afternoon, Dr. Dovidio had a smaller, more intimate discussion with a select group of DU community members who were able to ask about the application of his work within their own subject areas.
Race, Class, & College Access: Achieving Diversity in a Shifting Legal Landscape
(November 9, 2015)
This joint program from ODI and the Morgridge College of Education featured Dr. Lorelle Espinosa and Dr. Matthew Gaertner discussing the interrelationships of race, class and college access, particularly in the context of the changing legal landscape. The event drew nearly 75 participants.

Dr. Alma Clayton-Pedersen (December 15, 2015)
Making Excellence Inclusive: Implications for Diversity and Internationalization in Higher Education
ODI supported the visit to DU of Dr. Alma Clayton-Pedersen, CEO of Emeritus Consulting Group and AAC&U Senior Scholar. Dr. Clayton-Pedersen's areas of expertise include higher education research, teacher education, diversity in higher education, access and equity, assessment, faculty development, leadership, and institutional change. During her visit to DU, Dr. Clayton-Pedersen spoke to multiple groups about inclusive excellence in higher education. Her talks were well received and highly attended.

This panel featured Brenda Allen (UC-Denver); Myron Anderson (Metropolitan State University); Mary Ontiveros (CSU); Alphonse Keasley (CU-Boulder); Lili Rodriguez (DU); and Dr. Frank Tuitt (DU) as moderator. These diversity officers spoke about inclusive excellence in Colorado higher education in light of recent racial events taking place on college campuses across the United States. The event was offered during the DU Diversity Summit and drew nearly 200 attendees.

A White Person’s Perspective: What Does it Mean to Swim in the Water of White Culture? (May 2-3, 2016)
These two panel sessions offered faculty, staff, and students the opportunity to discuss their perspective of being a member of White culture. The faculty and staff panel was offered first on May 2nd followed by the student panel on May 3rd. Both panels were well-received and well-attended.

This event was offered in conjunction with the Critical Race Studies in Education Association's Annual Meeting which was held at DU from June 1-3, 2016. The event included authors who wrote chapters for the book speaking about their chapters and answering audience questions. Books were made available for purchase and authors were available for signing. This event was co-sponsored by the Office of the Chancellor, The University Libraries, and IRISE. Over 40 people attended the event.

**Top Row (L to R):** Dr. Saran Stewart reads from her book chapter; Dr. Bianca Williams talks about the impetus for her book chapter; Bernadette Castillo shares details about the chapter she co-authored with Dr. Dorinda Carter Andrews. **Middle Row:** Attendees listen attentively to an author share their book chapter information. **Bottom Row:** Dr. Tarajean Yazzie-Mintz reads from the book chapter she co-authored with Eileen de los Reyes, Hal Smith, Yamila Hussein, and Frank Tuitt; Haneen Al-Ghabra discusses the chapter she co-authored with Bernadette Calafell, Sergio Juarez, Shanna Kattari, and Miranda Olzman; Dr. Deb Ortega talks animatedly about the book chapter she co-authored with Lisa Martinez and Maria Salazar.
CONVERSATIONS & TRAININGS

DU Community Conversation: Campus Racial Climate and Current Events at the University of Missouri-Columbia (November 11, 2015)

This event, co-sponsored by ODI, CME, IESSLD, and Campus Life, offered students, staff, and faculty at DU the opportunity to engage in conversation about the racial climate at DU. This event was offered as an attempt to engage the DU community in the important conversations surrounding race on college campuses. Over a 100 members of the DU community attended and participated in the discussion.

DU Black Community Conversation: Campus Racial Climate and Current Events at the University of Missouri-Columbia (November 17, 2015)

This event, co-sponsored by ODI and CME, was created at the request of members of the DU Black community who expressed a need for a follow up conversation to the DU community conversation that occurred the previous week. The conversation was an opportunity to better identify the supports needed for Black students, staff, and faculty at DU.

Influential Leaders in the African-American Community Luncheon (December 1, 2015)

Facilitated by ODI, this luncheon was arranged as an opportunity for Chancellor Chopp to interact and converse with influential members of the local African-American Community. The luncheon attendees included Eddie Koen, Wellington Webb, Elbra Wedgeworth, Richard Lewis, James Herbert Williams, Nita Mosby Henry, Dr. Nate Easley, Art Jones, Valencia Faye Tate, Connie Rule, Landri Taylor, Anthony Graves, and Morris Price Jr. Feedback from Chancellor Chopp indicated that the meeting was a success.

Making Excellence Inclusive in Faculty Hiring: Departmental Administrators’ Conversation (December 10, 2015)

Associate deans, assistant deans, and department chairs were invited to take part in a conversation on Making Excellence Inclusive in Faculty Hiring in order to attract, recruit, and retain a highly qualified and diverse faculty. The session had 37 attendees.

Asian, Asian American, and/or Pacific Islander (AAPI) Community Discussion (January 19, 2016)

ODI hosted this meeting of the DU AAPI community in order to discuss the community’s experiences at DU, determine how they have been supported; and determine what could be improved. The event was attended by nearly twenty faculty, staff, and students. Due to its success, additional conversations are planned for the 2016-2017 academic year.

COMMUNITY EVENTS

Black Alumni Affinity (BAA): Conversation with Chancellor Chopp (February 25, 2016)

This event, co-sponsored with DU Black Alumni Affinity, invited members of the DU and surrounding communities to join Chancellor Rebecca Chopp for an evening of networking and conversation. The event took place at Cableland, the official residence of Denver’s Mayor.
Making Black Lives in Higher Education Matter: A Conversation for, by, and about Black Faculty, Staff and Administrators in Colorado (May 6, 2016)

This event, co-sponsored by ODI, the CU-Denver Office of Diversity and Inclusion, and the MSU Office of Diversity and Inclusion, allowed Black faculty, staff, and administrators and their allies to come together to have a conversation about Black Lives in higher education in light of the recent racial events occurring on college campuses across the US. The event was well attended, with over sixty participants engaging in conversation and insightful discussion. The success of the event and the need for similar conversations led to the planning for a second conversation to take place in August 2016.

Critical Race Studies in Education Association Annual Meeting (June 1-3, 2016)

Through the efforts of the Sr. Advisor to the Chancellor and Provost on Diversity and Inclusion, the 2016 Critical Race Studies in Education (CRSEA) conference was held at the University of Denver from June 1-3, 2016. This event brought nearly 300 participates from across the country to engage in discussions surrounding critical race issues in higher education. ODI, with some support from MSU, handled all logistics of the event, include setting up hotel space, scheduling space at DU for conference events, providing breakfast and lunch for conference attendees, providing transportation from the hotel to the campus, and providing on-site support for all attendees. By supporting this well attended event, DU was able to show the value that we place on equity, diversity and social justice.
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:

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

**Postdoctoral Fellowship Program**

**Postdoctoral Fellows**

For 2015-16, IRISE supported three postdoctoral fellows. Highlights of their work is provided below.

**María Islas-López**

María is the IRISE Postdoctoral fellow or the Immigrant Latino Youth Adaptation in the Context of Inequality: An Interdisciplinary Research Training Period. Her accomplishments for the 2015-16 year include:

**Scholarship**


**CONFERENCE / SEMINAR PARTICIPATION:**


ONGOING PROJECTS:
• “Reducing Disparities in Unmet Mental Health Need for Latino Youths,” Conducted in Partnership with the Colorado Department of Human Services. (IE) 1

• Services for At-Risk Youth & Families (SAYF) Research Laboratory, University of Denver. Role: Postdoctoral fellow

• “Evaluation of Connecting Communities and Care Funding Opportunity” (IE). The Colorado Health Foundation. Role: Co-PI (with Omar Gudino—PI)

• “Futures in Motion: Projective Practices of Mexican Migrant Households.” Role: Principal Investigator

GRANTS: Evaluation of Connecting Communities and Care Funding Opportunity. The Colorado Health Foundation. March 2016-Current. Role: Co-PI (with Omar Gudino—PI)

WORKING PAPERS:
• “Minding Futures in Motion in Transnational Migration.”-submitted for consideration to the Journal of Ethnic and Migration Studies—rejected, in progress for resubmission

• “Simultaneity in Transnational Migration: It is not only about space”—in preparation for International Migration Review

• “Do You See What I See? The Development of a Structured Tool & Process to Conduct Reliable Observations of Community Meetings.” (with Sarah M. Chilenski)-- in preparation for Evaluation and Program Planning

• "Finding the 'soft spot': Engaging Sociology's Voice in the Interdisciplinary Study of Culture and Cognition" (with Karen Dana)--in preparation for Sociological Forum

Teaching COURSES: Winter 2015: “Varieties of Future Experience” – Department of Psychology

RELEVANT TRAINING:


1 (IE) = Activities are responsive to Inclusive Excellence goals.
Maria also participated in a number of other service activities both at DU and professionally, including serving as an ad hoc reviewer for *Sociological Forum*.

**Jennifer-Grace Ewa**

Jennifer is the IRISE Postdoctoral fellow for Inequality and the Provision of Open Space at DU. Jennifer’s work focuses on watersheds, watershed institutions, adaptive governance, environmental law and ecosystem services. Her particular interests lie in urban storm water and flood mitigation and urban landscape architecture. Her accomplishments for 2015-16 include:

**Scholarship**
- Researched barriers to open space experienced by underrepresented communities, focusing on definitions of space, cultural belonging, and legal history; conducted geospatial analysis for underserved urban populations using Geographic Information Systems.
- Collaborated with multi-stakeholder groups on regional large-landscape conservation (Metropolitan Denver Nature Alliance); collaborated with multi-stakeholder groups on neighborhood-specific green infrastructure implementation (Cool Connected Westwood).
- Created scalable evaluation tool and matrix for green infrastructure projects used by Cool Connected Westwood (a multi-stakeholder organization focused on the Westwood community).
- Researched and drafted white paper on community land trusts and legal conservation tools to be utilized in drastically gentrifying areas.
- Designed a research collaborative between University of Denver and National Sea Grant Law Center for the study of aquaculture and equity in Colorado’s urban areas.
- Assisted in grant writing for Westwood Unidos/Re:Vision to study the feasibility of a community land trust in Westwood.
- Assisted in grant writing for The Trust for Public Land, studying the impacts of the built environment on social determinants of health and public engagement.

**Teaching**

COURSES
- Sustainability and Land Use Law
- Sustainability and Open Space
- Urban Applications of GIS

OTHER
- Undergraduate Geography courses guest lecturer
- Collaborative on-line professional development course on adaptive planning principles and methods to improve organizational and community resilience
- Collaborative on-line course on adaptive planning and resilience

**Dian Squire**

Dian is a Postdoctoral Fellow for IRISE with a research focus on issues of diversity, equity, and justice in higher education. His accomplishments for 2015-16 include:

**Publications**
• Poon, O., Squire, D., Hom D. C., Gin, K., Parayano, A., Segoshi, M. (Accepted) Critical cultural student affairs praxis and participatory action research. *Journal of Critical Scholarship on Higher Education and Student Affairs.*

• Squire, D. (Accepted). “I don’t wanna recruit no students of color here”: The effect of university responses to national racial incidences on the attitudes of faculty of color. *International Journal of Qualitative Studies in Education.*

**Courses Taught**

- Spring 2016: HED 4213: Leadership and Supervision
- Spring 2016: GWST2700: Introduction to Critical Social Theory

**RISC**

In 2015-16, Dian was highly involved in the work of the Race, Inequality, and Social Change (RISC) initiative. As part of his work he created the RISC website to begin soliciting feedback on the program; met with CECL and the alumni center to begin educating the campus on the RISC program; and met with student leaders on campus to begin educating campus on the RISC program.

**Search for Second Cohort of IRISE Postdoctoral Fellows**

IRISE aligned its Postdoctoral Fellowship program with DU IMPACT 2025 in order to develop knowledge bridges—structures to link and integrate various parts of our academic programs—to address complex problems and issues in depth and produce multidisciplinary educational opportunities for students. Fellows have been sought for their expertise and interest in building a knowledge bridge in the following areas of strategic importance: (1) Interdisciplinary Indigenous Studies; (2) Equity, Science, Engineering, Arts, and Math or ESTEAM; (3) Environmental Justice and Sustainability; (4) Health Inequity; and (5) Race, Inequality, Social Change & Public Policy.

In February 2016, IRISE sent out a request to all DU faculty to identify his or her interest in working with a postdoctoral fellow in these five areas. Thirty faculty expressed interest, representing disciplines in Engineering, Natural Science and Math, Art Humanities and Social Sciences, College of Law, College of Education, University Libraries, Korbel School of International Studies, the Graduate School of Social Work, University College, and the Graduate School of Professional Psychology. Faculty were grouped together in their preferred topic area and asked if they could collectively write a job description related to the topic area and IRISE’s larger mission and vision. The jobs were posted in April, search committees were formed and trained, and job talks conducted in May and June.

Candidates for these positions were individually evaluated for their capacity to work in all of these areas related to IRISE’s stated goal to develop cutting edge interdisciplinary research on issues of inequality, social justice, and inclusivity. In addition, Fellows are expected to be in residence and to be active in the DU community of scholars. Fellows will teach one advanced course in their specialty the first year and two such courses in their second year. The fellows will not have any administrative or committee responsibilities, but as part of their work in creating knowledge bridges in one of the above topical areas, each fellow will be expected to contribute to IRISE and the larger DU community in all of the following ways (with guidance from the faculty mentorship team and the IRISE Faculty Advisory Board):

1. Produce research, scholarship, and or creative works that directly address problems of inequality and inequity in underserved populations;
2. Contribute to diversity, equity and inclusion efforts on campus;
3. Engage and empower diverse and unequal communities in the Denver area and or larger Rocky Mountain Region; and
4. Design individual courses as a model to embed principles of Inclusive Excellence in the curriculum while empowering our students to have substantive and meaningful conversations about diversity, equality, and inequity when such issues inevitably arise.
The Incoming IRISE Postdoctoral Fellows and Related Knowledge Bridges

Interdisciplinary Indigenous Studies Post-Doctoral Fellow
This position received 20 applications. Three candidates were invited to campus representing the fields of Ethnic Studies, Education, and Native American Studies. All three finalists were women of color. The fellowship offer was extended to and accepted by Angel Hinzo, Ph.D. Native American Studies, University of California, Davis.

Equity Science Technology Engineering Arts and Math (ESTEAM) Post-Doctoral Fellow
This position received 37 applications. Four candidates were invited to campus, representing the fields of Ecology, Engineering, and Anthropology. All four finalists were women and two were of color. The fellowship offer was extended to and accepted by Dale Broder, Ph.D., Ecology, Colorado State University.

Environmental Justice Post-Doctoral Fellow
This position received 29 applications. Three candidates were invited to campus, representing the fields of the Environment and Natural Resources, Urban Planning and Public Policy, Law, and Ethics and Society. All three finalists were of color and two were women. The fellowship offer extend to accepted by Pranietha Mudliar, Planning and Urban Studies, Ph.D., Ohio State University.

RISC and Policy Post-Doctoral Fellow
This position received 91 applications. Three candidates were invited to campus, representing the fields of Sociology, International Studies, and Anthropology. All three finalists were of color and two were women. The fellowship offer was extended to accepted by Daniel Olmos, Sociology, Ph.D., University of California, Santa Barbara.

Health (In)Equity Post-Doctoral Fellow
This position received 35 applications. Three candidates were invited to campus, representing the fields of Experimental Psychology, Psychology, and Public Health. All three finalists were women and two were of color. The fellowship offer was extended to one candidate, however the candidate declined the offer and the search was failed due to the fact that all remaining viable candidates had already accepted jobs elsewhere.

Educational Equity Post-Doctoral Fellow
As a result of deep pools in other search areas and of a unique opportunity to land a uniquely qualified candidate into the Post-Doctoral Fellowship program, the Assistant Provost of Inclusive Excellence Research and Curricular Initiatives and the Senior Associate Provost for Diversity and Inclusion, with the strong endorsement of the ESTEAM search team, extended an offer that was accepted by Dr. Holly Okonkwo, Ph.D., Anthropology, University of California, Riverside.

Dr. Okonkwo’s research directly addresses the lack of domestic students of color in computer science. Averaged over the past three years from Taulbee Survey data obtained from the 170 computer science Ph.D. producing universities, African American females comprised (0.29%, 0.29%, and 0.67%) of (PhD, MS, BS/BA) graduates respectively. African American males comprised (1.72%, 2.19%, and 2.59%) of PhD, MS and bachelor’s degree recipients. Numbers for Latina/os are similar. Over the years, DU has fared significantly worse than these already abysmal numbers.

As part of her NSF funded PhD research, Dr. Okonkwo conducted a qualitative analysis of the Spelman College computer science program. Spelman, which is both an HBCU and a women's college, is a leading producer of African American female baccalaureates who go on to complete doctoral degrees in STEM fields including computer science. Having embedded herself in the dorms at Spelman for a year, Dr. Okonkwo studied the “experiences and ideologies of emerging female scientists and technologists” of Spelman students to better understand the challenges and best practices for attracting and retaining women of color in STEM and specifically in computing. While Dr. Okonkwo herself is not a STEM practitioner, her lens as an anthropologist brings an objective and complimentary scholarly perspective that is well aligned with the overall IRISE mission.
The finalists represented a demographically as well as intellectually diverse group of scholars working at the cutting edge in her or his field. The job talks took place at GSSW, Sturm, Korbel, NSM, and MCE; and given the time of year, were well attended.

**Postdoctoral Faculty Involvement**
The IRISE Postdoctoral Fellowship Program has been fortunate to have a broad-cross section of engaged faculty willing to mentor postdoctoral fellows on campus. The following list includes DU faculty who have are involved in the selection and subsequent mentorship of the incoming 2016-2018 IRISE Postdoctoral Fellows:

**Interdisciplinary Indigenous Studies**

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<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Department</th>
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<tbody>
<tr>
<td>Allison Krogel</td>
<td>Associate Professor</td>
<td>Languages and Literatures, Department of</td>
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<tr>
<td>Ramona Beltran</td>
<td>Assistant Professor</td>
<td>Social Work, Graduate School of</td>
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<tr>
<td>Esteban Gomez</td>
<td>Visiting Teaching Assistant Professor; Interim</td>
<td>Anthropology, Department of</td>
</tr>
<tr>
<td>Keith Miller</td>
<td>Associate Professor</td>
<td>Chemistry and Biochemistry, Department of</td>
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**ESTEAM**

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<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Department</th>
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<tbody>
<tr>
<td>Scott Leutenegger</td>
<td>Professor</td>
<td>Computer Science, Department of</td>
</tr>
<tr>
<td>Shannon Murphy</td>
<td>Assistant Professor</td>
<td>Biological Sciences, Department of</td>
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<tr>
<td>Nancy Sasaki</td>
<td>Associate Dean; Teaching Associate Professor</td>
<td>Biological Sciences, Department of</td>
</tr>
<tr>
<td>Sheila Davis</td>
<td>Academic Director</td>
<td>University College</td>
</tr>
<tr>
<td>Robin Tinghitella</td>
<td>Assistant Professor</td>
<td>Biological Sciences, Department of</td>
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**Environmental Justice and Sustainability**

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<tr>
<td>Fred Cheever</td>
<td>Professor</td>
<td>Law, Sturm College of</td>
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<tr>
<td>Patience Crowder</td>
<td>Assistant Professor</td>
<td>Law, Sturm College of</td>
</tr>
<tr>
<td>Susan Dagett</td>
<td>Assistant Professor of the Practice of Law</td>
<td>Law, Sturm College of</td>
</tr>
<tr>
<td>Andrew Goetz</td>
<td>Chair of Geography; Professor</td>
<td>Geography, Department of</td>
</tr>
<tr>
<td>Andreas Rechkemmer</td>
<td>Professor</td>
<td>Social Work, Graduate School of</td>
</tr>
<tr>
<td>Sarah Bexell</td>
<td>Research Associate Professor</td>
<td>Social Work, Graduate School of</td>
</tr>
<tr>
<td>Chad King</td>
<td>University Sustainability Coordinator</td>
<td>Sustainability Center</td>
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**Health Inequity**

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<tr>
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<tbody>
<tr>
<td>Karen Albright</td>
<td>Faculty</td>
<td>Sociology and Criminology, Department of</td>
</tr>
<tr>
<td>Jesse Owen</td>
<td>Associate Professor</td>
<td>Education, Morgridge College of</td>
</tr>
<tr>
<td>Nancy Lorenzon</td>
<td>Teaching Assistant Professor</td>
<td>Biological Sciences, Department of</td>
</tr>
<tr>
<td>Sheila Davis</td>
<td>Academic Director</td>
<td>University College</td>
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**RISC & Policy**

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<th>Name</th>
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<th>Department</th>
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<tbody>
<tr>
<td>Aaron Schneider</td>
<td>Associate Professor &amp; Leo Block Chair</td>
<td>International Studies, Korbel School of</td>
</tr>
<tr>
<td>Juli Parrish</td>
<td>Interim Director, Writing Center, Teaching</td>
<td>Writing Program</td>
</tr>
<tr>
<td>Rebecca Galemba</td>
<td>Visiting Assistant Professor</td>
<td>International Studies, Korbel School of</td>
</tr>
<tr>
<td>Lisa Martinez</td>
<td>Associate Professor and Chair of Sociology and</td>
<td>Sociology and Criminology, Department of</td>
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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.

In 2015-16 RISC representatives continued to have conversations with the campus community regarding the Race, Inequality, and Social Change curriculum. Over the course of the year, representatives met with students, faculty, and staff to discuss the implications of this program for the campus community. To help disseminate information and gather feedback on the program, a formal university website was created (du.edu/RISC). 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 is an invaluable resource for students seeking this information.

In the spring quarter, RISC awarded its first Outstanding Faculty member award to Dr. Ramona Beltran (Graduate School of Social Work). This award is a student nominated award and the committee received over 100 nominations. This award will be given annually to an outstanding instructor whose teaching aligns with the RISC and Inclusive Excellence values.

Lastly, RISC is working with the College of Arts and Humanities to place an attribution tag on courses in that unit that align with the RISC values. Many of these courses are already listed on the RISC website; however, assigning an attribute tag allows students to use the online searchable course catalog to more easily locate these courses. Once these courses are attributed, RISC will also be able to obtain systematic data for future course enrollment management.

IRISE Faculty and Student Research/Creative Works Grants

In 2015-16, IRISE continued to support both faculty and student research/creative works through the awarding of research grants. IRISE also gave $1,000 to support graduate student conference travel. IRISE has also already given $6,000 for graduate student research and $5,000 for faculty research for the 2016-17 academic year. Those projects will be described in the next annual report.

IRISE supported the following completed projects for the 2015-2016 academic year.

**Graduate Students**

- **Matthew Klick**: Matthew’s project (IRB 709605-1) examines the relationship between rapidly shifting demographics, identity and public health in a rural mountainous community in Colorado.
- **Lucia Stewart**: Lucia’s project, “The Indian Occupation of Alcatraz: Art as Activism,” investigates the Indian Occupation of Alcatraz using an art historical lens.

**Faculty**

- **Bexell, Morris, Tedeschi, Yellow Bird**: This group’s project focused on cultural restoration, humane education and addressing free roaming dog populations on Fort Berthold Reservation, North Dakota.

**IRISE Research Showcase**

In 2016, IRISE held its first IRISE Research Showcase. The program had two parts: the IRISE Graduate Paper and Poster Competition and the IRISE Faculty Showcase. Both sought to highlight the excellent interdisciplinary research on inequality on the University of Denver campus.

**Graduate Student Paper & Poster Competition**

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The IRISE Graduate Student Paper and Poster Competition selected 4 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**
- The Afro-Cuban Response to the Restrictions of Being Mary: The Madonna-Whore Dichotomy, Ochún and Our Lady of Charity; Elaine Penagos, Religious Studies, Arts, Humanities & Social Sciences
- Navigating Vulnerabilities as a Day Laborer: Individuals and Communities; Kaylee Dolen, Sarah Johnson, David Koppers & Natalie Southwick, Josef Korbel School of International Studies at the University of Denver
- Part-Time Mothers: America’s Failure to Accommodate Caregiver Responsibilities of Low-Income Mothers; Jesse Clouse, Sturm College of Law
- Reducing the Impact of Ableism on People with Disabilities and Veterans in Higher Education Settings; Shanna K. Kattari, Med, & Ashley A. O’Connor, MSW; Graduate School of Social Work

**Poster Competition Winners:**
- "Return to Sender": Postrace Constructions of the Monstous, Alien, Latina/o Other; Raisa Alvarado, M.A., Department of Communication Studies
- The Impact of Scope (Single Identity or Multiple Identity) on the Effectiveness of Diversity Trainings; Alejandro Garcia Fernandez, Undergraduate Student

**Light Your F.I.R.E.**
As part of the Research Showcase, IRISE also hosted the Light Your F.I.R.E. panel. In its second year and in partnership with University Libraries, Light Your F.I.R.E. promotes and encourages students from underrepresented backgrounds to pursue interdisciplinary research focused on racial and social inequalities. This program was developed in response to a survey University Libraries administered to DU Graduate students requesting feedback on the types of activities and programs that would enrich their academic experience at DU. The students requested more opportunities for interdisciplinary conversation and collaboration. IRISE (represented by Anthea Johnson Rooen, Varaxy Yi Borromeo, and Sujie Kim, ODI Office Manager) collaborated with the team to create this event. This year Esther Gil represented the University Libraries. The afternoon included opportunities to network with other graduate students, explore research topics related to inequality, and learn from a panel of students and faculty about their research. Students connected with potential collaboration partners at the event. The participants enjoyed the event and requested that another event be hosted in the new school year.

**Light Your Fire Panel (Spring - May 2016)**
- 7 students faculty and staff attended
- Panel: Varaxy Yi Borromeo, Jaime Guzman, Delma Ramos, Andriette Jordan-Fields (PhD Students at varying stages of their process)

**Faculty Showcase**
The IRISE Faculty showcase featured 2 Faculty and 2 IRISE Post-Doctoral fellows as they presented their research.
- “Building Bridges: Inclusive Excellence and Interdisciplinary Scholarship in the Classroom”; Maria Islas-Lopez, Ph.D., IRISE Postdoctoral Fellow
- "Gerald Vizenor and the Aesthetics of Native Survivance.”; Billy J. Stratton, Ph.D., Associate Professor, English
- "Women of Color Surviving and Thriving in Graduate Education through the Construction of Spaces of Resistance”; Dian Squire, Ph.D., IRISE Post Doctoral Fellow
- “Addressing (In)equality in Community Engaged Research”; Yolanda (Yoli) Anyon, Ph.D., Graduate School of Social Work
We hope to continue this program and host an IRISE Research Showcase annually.

**Campus Partnerships**

IRISE supported a number of campus partnerships in 2015-16, including the following:

- **Hip Hop and Social Justice Symposium** co-sponsored with the Lamont School of Music
- **WHAKAPAKARI WHANAU: STRENGTHENING FAMILY.** A conversation with three visiting scholar/practitioners from Aotearoa (New Zealand) as they discuss their work toward decolonizing and indigenizing research and practice by centering Maori language, culture and tradition. Dr. Leonie Pihama, Rihi Te Nana, and Ngaropi Cameron will share their experiences working with and for Maori communities in addressing historical trauma, family and interpersonal violence, and the important role of Maori ancestral knowledge in healing from legacies of colonial oppression. Co-Sponsored with the Graduate School of Social Work and DULCCES
- **No Mas Bebes Film Screening, Panel, and Lecture.** Co-Sponsored with DULCCES, CME, DUPB, and the University Libraries.
- **Marsico Visiting Scholar, Charles Gallagher.** Co-Sponsored by AHSS and the Rocky Mountain Collective on Race Place and Law.
- **Provost’s Conference on Sustainable Justice.** Co-Sponsored with Provost’s Office and Sustainability Council.
- **Our Culture is Our Resistance Exhibit.** Co-Sponsored with the Department of Anthropology and the University of Denver Museum of Anthropology.
- **Critical Race Studies in Education Annual Meeting.** Co-Sponsored with the Office of Diversity and Inclusion.

**Pioneer Pathways Program (P3)**

For the past two years, the Center for Multicultural Excellence (CME) has partnered with the Interdisciplinary Research for the Study of (In)Equality (IRISE) to coordinate the Pioneer Pathways Program (P3), a program designed for historically underrepresented and marginalized undergraduate students.

**Pioneer Pathways Program**

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

The program has a cohort model in which each incoming class of P3 scholars engages in a five day pre-collegiate experience prior to Discoveries Orientation and continued quarterly programming throughout the P3 scholars’ tenure at DU. For the second summer, as a part of the pre collegiate week, the program offered “Power and Privilege Workshops” designed to connect students to faculty and graduate students of color who lead the session, introduce language and discussions related to power and privilege, and help transition scholars to college classroom life at DU. This year the P3 program doubled our numbers and welcomed a cohort of 26 incoming students through the week-long residential program. Of the 26 students, 24 will be continuing their studies at DU for the 2016-17 academic year. P3 had three support staff and eight peer mentors this year. As the program develops the need for more supporting staff needs to increase to meet the needs of the incoming and current cohorts.

Workshops during the year included:
- Vision Board Workshop Facilitation
- P3 Study Abroad Junior Welcome Back and Information Session – January 2016
- All P3 Power & Privilege Workshops
- All P3 Quarterly Social
- The First P3 Graduation

As a part of their preparation for graduate school, P3 Scholars (new and returning) were also asked to participate in a pilot program sponsored by the Undergraduate Academic Programs Office, offering Undergraduate Research Workshops. Three students were selected for undergraduate research fellowships for summer 2015 working with DU professors in their field on a project of interest. The three students, a first, third and fourth year, along with 3 students from the 1st year cohort, presented their work at the annual Undergraduate Research Symposium in May 2016.

**P3 Pre College/Orientation Week: August 25 - 30, 2015**
- Participated in, coordinated, and supported weeklong P3 activities and events.
- Conducted a Power & Privilege (Individual and social identity wheel)

**P3 Weekly Seminars**
This year the P3 team introduced weekly seminars to maintain connections with the scholars on a regular basis. First quarter, the seminar topics included Time Management, “Getting to Know Your Professor,” and Goal Setting. The focus of first quarter was to help acclimate scholars to DU and the quarter system. Preparing P3 Scholars for Undergraduate Research opportunities was the emphasis second quarter. These one hour workshops were offered in the spring to prepare participating students for research opportunities at DU or at other institutions. DU Professors from across campus presented on their area of research, as well as topics like how to develop research questions, why research experiences are important, and how to develop a literature review. Power and Privilege workshops were interspersed throughout Pre College week and the seminars during the academic year. Faculty and PhD Students lead the students in spirited discussions including identity, social justice, inequality, and diversity. Other topics “Counternarratives”, Who I Am (privileged/marginalized identities) presented by Varaxy Yi Borromeo.

**Individual Support for Students**
- Writing/peer review support for a P3 student
- Varaxy Yi, IRISE Graduate Fellow, also took time this year to provide extra writing coaching to one of our P3 Scholars who needed some extra assistance with her writing class this past spring

**Peer Mentorship**
- Ongoing Mentorship by the P3 Peer Leaders. Each Peer Leader had 3 -4 mentees and met with each scholar 2 – 3 times a quarter, at minimum with some teams meeting for study groups on a weekly basis.
- P3 Scholars also had to have 30 minute meetings with their peer mentors three times a quarter to check in on how their studies were going and to see if they needed any help.

**First P3 Graduation**
In May 2016, P3 graduated its first cohort of seven out of ten seniors. The P3 Undergraduate Coordinators lead the creation of a graduation tradition for this year’s inaugural program beginning in the fall. These seniors also participated in the Profiles of Excellence, a CME graduation celebration highlighting student achievements toward a more inclusive DU. The names of the seven (7) graduating Seniors are:
- **Nereida Aguirre**, Degree: B.S. Psychology, Minors: Biological Sciences, Medical Imaging Physics, Concentration: Cognitive Neuroscience
- **Deshawn Brown**, Degree: B.S. Electrical Engineering
- **Sarah Fernandez-Johnson**, Degree: B.A. Art
- **Kelia Murata**, Degree: B.A. in Video Game Development and Animation
- **Sensel Ogbazghi**, * P3 Undergraduate Coordinator, Degree: B.S. Biological Sciences, Minors: Chemistry, Psychology, French
- **Stephanie Peralta**, * P3 Peer Leader, Degree: B.A. Business Administration, Minors: Spanish

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Moving Forward
We need to better determine other ways to encourage students to attend the P3 seminars. It’s an important space for students to maintain connections to each other as well as to allow P3 staff and coordinators to keep an eye out for any issues that students may face. I would like to develop more of a united cohort and community feel to the P3 program across all of the four cohorts. One of the strategies we have developed this year is a participation agreement which outlines the program requirements in detail for 1st-4th year students and the expectations for attendance frequency, as well as why each component is important. Incoming first year students this year will be required to sign the participation agreement. We are developing a method of how to introduce a similar plan to the second, third and fourth year students.

We can better utilize existing networks and resources to present new information to P3 students. Improving partnerships and collaboration with faculty and graduate students are critical for continuing to grow the P3 program and community of support. Having more graduate students present to students on their topics of expertise can provide mutual benefits in connecting P3 students to graduate students who desire to give back and who also would like more practice in teaching and/or facilitating dialogue with students. We have the resources and the human energy; we just need to be more effective and efficient.

Additionally, we can offer more opportunities for P3 students to engage in activities that build their skills in presenting as well.

Roger Salters Institute (RSI)
The Roger Salters Institute, particularly its writing workshops and retreats, has grown exponentially from last year. We continued to build the foundation for RSI and its writing workshops through strengthened partnerships with the Writing Center as well as past and new faculty members. In the 2015-2016 academic year we expanded the reach of RSI to include master’s students from historically underrepresented communities. Ultimately, it became a goal to support all graduate students, instead of just doctoral students as we recognized that master’s students also required support. Consequently, the RSI Orientation was mostly attended by master’s students. Additionally, we made some changes to the format of the RSI writing program. First, we selected a fall cohort of master’s students to participate in the writing workshops and on-campus retreat. Second, we adapted the original writing workshop and retreat for doctoral students to extend across the winter and spring quarters in the hopes of allowing students to have more time to adapt and practice what they learned in workshops.

RSI Orientation (9/9-9/10/2015)
The RSI Orientation occurred at the beginning of the fall quarter. Graduate students were invited to attend a series of panels and meetings to prepare for beginning their graduate careers.

- 4 faculty presenters/panelists – Dr. Tom Romero, Dr. Ramona Beltran, Dr. Maria Salazar, Dr. Terri Davis,
• 9 graduate student presenters/panelists: Andriette Jordan-Fields, Raquel Wright-Mair, Michele Tyson, Kawanna Bright, Stephanie Lechuga Pena, Joie Norby, Jeffrey Mariano, Ana Ramirez, Darren Harvey
• 17 attendees across two days
• Topics discussed: Exploring Inequality in Research, Interdisciplinary Networking Conversations, RSI Resources & Offerings, Graduate Student Experience, Real Talk

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

Workshop 1: Planning for Academic Writing, October 2, 2015
• Facilitated by Dr. Nicole Joseph
• 18 Registrants; 13 Attendees

Workshop 2: Robust Reading Strategies, October 16, 2015
• Facilitated by Dr. Juli Parrish
• 10 Attendees

Workshop 3: Breakthrough Writing Strategies, October 23, 2015
• Facilitated by Dr. Tayana Hardin
• 9 Attendees

Writing Retreat, October 24, 2015
• 12 Attendees

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

Workshop 1: Planning for Academic Writing, February 5, 2016
• Facilitated by Dr. Juli Parrish, Writing Center
• 14 Registrants; 10 Attendees

Workshop 2: Defining a Research Question, February 26, 2016
• Facilitated by Dr. Alejandro Valdes, Anthropology
• 5 Attendees

Workshop 3: What’s the Problem [Statement]? March 25, 2016
• Facilitated by Dr. Armond Towns, Communication Studies
• 5 Attendees

Workshop 4: Breakthrough Writing Strategies, April 22, 2016
• Facilitated by Dr. Tayana Hardin, English
• 4 Attendees

Workshop 5: Revising Strategies, May 6, 2016
• Facilitated by Dr. Sarah Hart Micke, Writing Center
• 4 Attendees

(Optional) Writing Sessions
• 4 Attendees
The RSI Writing Retreat was held June 5-7, 2016. It was the culminating event of the entire Institute. The purpose of the retreat was to provide the space for students to dedicate two days to writing. The retreat was held at the Mount Evans cabin

- 2 Staff: Varaxy Yi Borromeo & Anthea Johnson-Rooren
- 3 Facilitators: Dr. Sarah Hart-Micke, Hannah Ingram, Dr. Tayana Hardin
- 12 attendees

**Successes**

The Writing Center has taken on the responsibility of providing support for graduate students in the form of Write-On-Sites. This campus collaboration has been extremely successful and we have received a mutual benefit, with RSI being able to rely on their expertise while RSI also offering our perspectives on how the Writing Center can better reach graduate students.

RSI is a community of support for students. They may come to the writing workshop; however, many of them come for the support and space to share their anxieties and fears related to their graduate student experience.

**Additional Activities**

**Real Talk Dinner**
- Master’s student dialogue on their experiences in fall quarter
- 3 attendees

**How to be a Public Intellectual, April 15, 2016**
- IRISE Postdoctoral Fellow partnership
- Facilitated by Dr. Jennifer Grace Ewa, Dr. Maria Salazar, Dr. Dian Squire
- 4 attendees

**CSU Fort Collins Retention Summit**
- Presentation: Fostering an Environment of Inclusion and Success for Diverse Graduate Students: Roger Salters Institute
- Presented with Sujie Kim
- 13 attendees

**Moving Forward**

RSI is growing quickly and more interest has been shown by graduate students across the campus. It is evident that more human resources would be required to support the growth of the program. One element that I feel is important for strengthening the impact of RSI is the opportunity to build more relationships and connections between the Graduate Fellow and Staff and the students. This is made difficult due to the limited amount of hours that the Graduate Fellow is able to commit to RSI (< 10 hours a week).

A Teaching Preparation Institute component of RSI would really fill a niche in the needs of graduate students on the DU campus. Considering the strict policies around teaching by graduate students, this is an area that many students have expressed a desire to grow. This is an opportunity for RSI to build in a major initiative to fulfill this goal. Offering more workshops and seminars on supporting students’ skills in teaching and/or facilitating difficult dialogues is important. Partnering with faculty and staff in the Office of Teaching and Learning and in other departments on campus would be useful. Another partnership would be to work with the FORWARD Facilitator’s program to engage students in being able to develop their skills. Topics could include: Writing a Teaching Philosophy Statement,

**Building more connection between P3 & RSI** In the efforts of building a pipeline for undergraduate students to easily access resources, mentors, and guides to support their graduate school interests and for graduate students to give back and support undergraduate students, we need to be better in connecting graduate,
faculty, and undergraduate students. Graduate students can facilitate workshops during the seminar class or share their research interests and/or paths into college and graduate school. We have a committed community of students and we can leverage them to strengthen these programs.

Partnering with the counseling center or faculty in the school of Professional Psychology to provide a space for a community of support for students to address some of their concerns regarding fears, anxieties, etc. in graduate school would be useful in potentially helping in alleviating these feelings.

**IN SUMMARY**

There continues to be tremendous energy and excitement surrounding IRISE’s various activities. The initiative has much to look forward to with the anticipated arrival of five new Postdoctoral Fellows in the Fall of 2016. It is expected that these five scholars will continue to tradition of the Postdoctoral Fellows who have managed to bring together different parts of campus in shared intellectual concerns and critical engagement. The continued growth of RISC is another area of excitement for IRISE that will be further nurtured in 2016-2017. Also for 2016-2017, IRISE and its supported programs plan to continue their collaborative efforts with staff, faculty, and students, with a goal of offering more opportunities for engagement in interdisciplinary dialogue and collaboration.
The recruitment and retention of an outstanding and diverse faculty is identified as vital to the continued success of the University of Denver (DU). It is known that exposure to a broad spectrum of perspectives and diverse forms of knowledge leads to a more stimulating and rich educational experience for students and faculty. As a result, in 2015-2016, the Office of Diversity Recruiting focused on the following areas:

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

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

Staffing for the Diversity Recruiting area consisted of:

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

### Articulating the University of Denver's Commitment to Inclusive Excellence

**New Employee Orientations**
From July 2015 through June 2016, the Director of Diversity Recruiting spoke at 11 new employee orientations articulating DU’s commitment Inclusive Excellence and clarifying what diversity and inclusion is as well as giving an explanation of why diversity and inclusion is vital to the success of the university, DU students, and DU employees.

### Providing Support for the Diversification of Faculty

**Consultations to Prepare for a Faculty Search**
Consulted with search committees and hiring decision makers. I met with 60 search committees and hiring decision makers across the DU campus, an increase from 36 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.

**Visiting candidate meetings**
The Office of Diversity and Inclusion met with 104 visiting candidates to discuss the University of Denver's commitment to Inclusive Excellence. This was an increase from 60 last year. The Director of Diversity Recruiting executed 50 of these contacts.

**Retention**
Met with 16 (an increase from 7 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.
Financial Support
Contributed $1364 to help defray the cost of faculty recruiting and other related expenses to diversify Faculty. This was an unexpected decrease from $5000 last year.

Search Committee Support
Responded to 5 requests for assistance with efforts to strengthen the search committee/search process due to expressed concerns.

Resource/Affinity Group Support
Provided succession support to the following University of Denver resource/affinity groups:
- Asian, Asian American, Pacific Island Community (AAAPIC)-NEW
- Faculty of Color Association (FOCA)
- Staff of Color Association (SOCA)

Recruitment
Met with 15 community members to discuss possible University of Denver employment opportunities.

Sponsored Guest Speakers
The Office of Diversity and Inclusion sponsored an IE Education Series (Clayton-Pederson, Dovidio, Williams)

Community Conversations
Conversations were convened to help the University of Denver Community to better understand the experiences of students, faculty, and staff of color and for majoritized community members alike.

Developing/Revising/Providing - Resources

Materials Development
Developed and updated online faculty hiring information and materials including lists of Minority Serving Institutions, Professional Affinity Organizations and publications, information on implicit bias, sample diversity interview questions, etc.

Faculty Hiring Guide Task Force Working to Revise Hiring Guide
A Faculty Hiring Guide Task Force, appointed by the Provost, was convened at the beginning of the academic year to complete revisions to the Faculty Hiring Guide. The process for vetting proposed revisions continues.

Development of Online Search Committee Training
The process for the development of online search committee training modules resumed. The process is on track to be completed and available for campus use by September 1, 2016.

Data Report
The following charts 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 2015. The next sets of charts show the percentage of tenured, tenure track, and total faculty disaggregated by race/ethnicity from 2010 to 2015. The next set of charts show newly hired tenure line faculty, disaggregated by gender identification and race/ethnicity for 2014 to 2015. The final chart shows tenure line faculty who have left DU, again disaggregated by gender identification and race/ethnicity for 2013-2014 and 2014-2015. Additional data, including charts that show the actual counts for each year, disaggregated by tenure status, race/ethnicity and gender are provided in Appendix B.
The above chart shows the total number of faculty by race/ethnicity from 2010 – 2015 (to see this data broken down by tenured and tenure track status, please see Appendix B). The total faculty of color (both tenured and tenure track) are shown in this chart (not including those who identified as international or unknown):

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<thead>
<tr>
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</tr>
</thead>
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<tr>
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<td>43</td>
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<td>68</td>
<td>68</td>
<td>76</td>
<td>77</td>
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</tbody>
</table>

The percentages that those faculty represent are indicated in the chart on the right. As this chart indicates, the percentage of tenured faculty of color remained around 13% from 2010-2013, but saw an increase to 15.0% in 2013-2014 and another 0.6% increase in 2014-2015. While the percentage of tenured faculty of color was stagnant from 2010-2013, the percentage of tenure track faculty of...
color showed a steady decline from 22.0% to 17.3% during the same time period. This group had a slight uptick in 2013-2014, increasing to 18.7%, but showed a slight decline the next year, dropping to 18.2%.

Looking at total percentage of faculty of color (tenured and tenure track), we see a similar pattern as found with the tenure track faculty, with declines from 2010-2013 and an increase for 2013-2014. But where the tenure track faculty of color percentage went down in 2013-2014, the overall percentage of faculty of color increased slightly to 16.3%.

The following three charts offer a different picture of the changes seen in the percentage of faculty of color, with the different race/ethnicities disaggregated. These charts show how each racial/ethnic group* has changed over the 5 year period.

From these charts, we can see that only the Hispanic/Latino tenure track (represented by the red line in the above chart) and the Asian tenured faculty (represented by the sage green line in the following chart) have shown consistent increases from 2010-2015, and the Asian faculty group as a whole (represented by the sage green line on the second chart on page 33) is the only group to show overall increases in percentage in the most recent data year (2014-2015)

*Please note that the American Indian/Alaska Native group does not appear in the tenure track chart due to the fact that there were no members of that group employed as faculty at DU during that time period.
When trend lines were compared for each group between tenured and tenure track percentages, only the Black/African American group showed diverging rather than converging lines*, with the percentage of tenured faculty declining while the percentage of tenure track faculty increased after a large decline. Only the Asian faculty group showed the expected pattern of convergence with the tenured faculty percentage increasing while the tenure track faculty percentage decreased (with recent increases seen in the tenure track faculty numbers as well).

The Hispanic faculty percentages showed the opposite convergence pattern with their tenure track faculty percentages increasing while their tenured faculty percentages fluctuated with mostly declines.

The Native American/Alaska Native lines could not be compared across faculty types as there were no tenured Native American/Alaska Native faculty employed at DU during these time periods.

**New & Departed**

While the above charts offer an interesting picture of the faculty diversity at DU over a five year period, they do not tell the complete story. As indicated, the patterns seen in the trend lines for tenured and tenure track faculty of color do not match the expected patterns for each group. To try to gain a better understanding of what might be going on to produce these numbers, we also looked at the diversity reflected in new tenure line and tenure lines that left DU.

In terms of new tenure lines, for 2014-2015 there were only a total of 3 faculty of color hired into these lines out of a total of 23 lines (13%). Of these three faculty, two were Asian and one identified as multiple races. Both of the Asian faculty members were female and hired into tenure track positions. The multiple race faculty member identified as male and was hired into a tenured position.
In terms of those faculty who left the University from tenure lines, the numbers from 2013-2015 indicate that while the overall number of faculty of color who left was small (six in 2013-2014 and four in 2014-2015) they still made up 18.2% and 19% of all faculty who left tenure line positions during those years respectively. Of the six who left in 2013-2014, four were males and two were females. Of the four who left in 2014-2015, three were males and one was female.

<table>
<thead>
<tr>
<th>Tenure Line Faculty who Left DU 2013-2015</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Asian</td>
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<td>Black or African American</td>
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<td>Hispanic or Latino</td>
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<td>White</td>
</tr>
<tr>
<td>2013-2014</td>
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<tr>
<td>2014-2015</td>
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</tbody>
</table>

### In Summary

Requests for the Director of Diversity and Recruiting to provide guidance, support, and resources increased significantly over the past year. As a result, there was little opportunity to initiate plans to complete the development and implementation of classroom and online search committee preparation modules. Areas that contributed most significantly to this increase were consultations to assist committees and hiring administrators to prepare for faculty and administrator searches, the development of resources, and efforts to respond to concerns and promote the retention of underrepresented faculty and staff.

For the upcoming academic year, work will focus primarily on the following three areas. First, efforts will resume to develop online and classroom knowledge and skill building resources to prepare search committees and others involved in the hiring process to recruit and retain outstanding scholars, teachers, and administrators who contribute to an increasingly diverse and academically distinguished faculty and administration. Second, efforts will continue to update and develop resources and materials needed to implement and maintain best practices for hiring. Finally, efforts will continue to provide the DU community with an updated Faculty Hiring Guide to support efforts to conduct equitable and inclusive hiring processes.
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.

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

**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 2015-16. Dolores’ work focused on the Lumanarias project which included a reception and opening exhibit. MassMutual is now expressing interest in digitizing the exhibit that would be housed in DU’s Special Collections & Archives.

**Latino Leadership Institute**
DULCCESS continued to provide support for the Latino Leadership Institute (LLI) through the provision of assistance with research on Latino leadership.

**(Cr)Immigration Project**
DULCCCES 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.
National Association of Chicana and Chicano Studies Conference; (April 6 – April 9)
As part of the Colorado FOCO consortium, DULCCES took responsibility for an opening reception and a cultural night as part of this conference. DULCCES also provided monetary support in the form of a pledge for two conference advertisements, and the reception.

Indigenous Latino Oral Digital History Archives
This collaboration between Ramon Beltran and Naomi Bishop from the libraries is an effort to have an Indigenous Latino Oral Digital History archives created in the DU Libraries. Funding is currently being sought to support this project.

No Mas Bebes Film Screening & Lecture
DULCCES partnered with CME and IRISE to support the showing of No Mas Bebes (http://www.nomasbebesmovie.com), a film about the forced sterilization of Latina women in Los Angeles.

Day of the Dead at DU
DULCCES’ support included representation at the event, including Dr. Ramona Beltran offering a detailed explanation about the role and significance of the day. DULCCES’ efforts were designed to make the day accessible, spiritually connected, and meaningful.

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 $2500 were available based on proposal submitted to the DULCCES Executive Committee. Two grants were funded:
- Dr. Miguel De La Torre (Trail of Hope and Terror: The movie);
- Professors Lasch and García Hernández (Crimmigration).

DULCCES also introduced a new $3,000 award for a dissertation or MFA major project that will be awarded for work that is specifically related to Latinos and matches DULCCES’ mission.

Research & Scholarship
Pathways to Success
Latinos and Education: Currently there have been several local, national and international presentations using this data. In addition one book chapter (Dehumanizing and Humanizing Pedagogies: Lessons from U.S. Latin@ and Undocumented Youth through the P-16 Pipeline) and an article (Dehumanizing and Humanizing Pedagogies: Lessons from U.S. Latin@ and Undocumented Youth through the P-16 Pipeline) have been accepted for publication. The next projects for this data are reworking an article on transformation (All the Bright Lights: Emerging Consciousness and Radical Transformation of Undocumented Youth on the Margins of the Educational Pipeline), and finishing a book proposal about the ways Latino youth succeed and an article examining the ways in which bilingualism functions in the success of Latino students.

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 an article is under review (Race, Space, and Discipline) and a paper was accepted to the Society for Social Work Research conference. The qualitative data is currently being analyzed for a presentation (“He’ll target one student and just pick on them the whole time”: Exploring inequities in school discipline and students’ perspectives on reducing disparities) and a paper (No guts, no butts, and not coconuts: Gendered discipline in schools).
Additional Research & Scholarship
Members of DULCESS Executive Council and Core Faculty participated in a number of research and scholarship activities.

- Dr. Bernadette Calafell offered a community presentation about her new book: Monstrosity, Performance, and Race in Contemporary Culture.
- Oscar Somoza and Miriam Bornstein Gómez collaborated on a new book about lynching that will be forthcoming.

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.

Spring Writing Retreat
DULCCES hosted a spring writing retreat that was open to faculty and doctoral students.

In Summary
DULCCES plans to continue their successful collaborations and good work in the 2016-17 year, with a continued focus on scholarly and cultural activities and events.
Following a successful 2015-2016 set of events, ODI has already made extensive plans for the 2016-2017 year. The following list includes events supported by ODI and those that ODI will work collaboratively on.

**September**
- Creating an Inclusive Classroom
- ODI Fall Welcome
- DULCSES Art Opening
- DULCSES Music Program
- Political Inclusion: Immigration | Korbel, DULCSES, and Allianca
- Post-Doc Lunch and Learn

**October**
- Tertulia
- Post-Doc Lunch and Learn
- Political Inclusion: Race and Gender | Gender and Women’s Studies, RISC
- Post-Doc Lunch and Learn
- Crimmigration Lecture
- Political Inclusion: Religion | Iliff, OJS
- Creating Inclusive Classrooms
- NZ Scholars (10-22 through 10-26)
- Linda Smith Lecture – All Day Symposium
- Post-Doc Lunch and Learn

**November**
- Political Inclusion: Debrief/Dialogue
- Post-Doc Lunch and Learn
- IRISE Grant Announcement/Paper and Poster Competition
- Crimmigration Lecture
- Creating Inclusive Classrooms
- RSI Boot Camp

**December**
- Holiday Lunch

**January**
- CoADOHE Meeting
- Diversity Summit
- Counternarratives/Whiteness Panel

**February**
- Black History Month
- RISC Program

**March**
- Internationalization Panel
- DULCSES Poet Program

**April**
- DULCSES Symposium on Afro Latinos
- DULCSES Writing Retreat

**May**
- State of IE on Campus
- Faculty Showcase/Research Week
- RSI Writing Workshops
## Appendix B

### Faculty Data

### I. Faculty by Race/Ethnicity – Tenured and Tenure Track (2010-2015)

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## Tenured and Tenure Track Faculty by Race/Ethnicity & Gender (2010-2015)

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### IV. New Tenure Line 2014-2015 By Race/Ethnicity & Gender

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### V. Tenure Line Faculty Who Left DU By Race/Ethnicity (2013-2015)

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### VI. Tenure Line Faculty Who Left DU By Race/Ethnicity & Gender (2013-2015)

<table>
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<tr>
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<td>Male</td>
</tr>
</tbody>
</table>

| American Indian or Alaska Native | 1 | 0 | 0 | 0 |
| Asian                           | 1 | 0 | 0 | 0 |
| Black or African American       | 0 | 1 | 1 | 1 |
| Hispanic or Latino              | 2 | 0 | 2 | 0 |
| Multiple (two or more races)    | 0 | 1 | 0 | 0 |
| Unknown                         | 0 | 3 | 0 | 0 |
| International                   | 0 | 0 | 1 | 0 |
| White                           | 13| 11| 10| 6 |
| **Grand Total**                 | **17** | **16** | **14** | **7** |