

2014 Diversity Summit Workshops ^[1]

MORNING WORKSHOPS (11:00 am – 12:30 pm)

skip to afternoon sessions

Human Resources Initiatives for Recruiting and Retaining a Diverse Faculty and Staff
~ **Kevin Jacobs (CU Denver and CU Anschutz), Lisa Landis (CU-Boulder), Torrey Tiburzi (CU-Boulder), Anja Wynne (UCCS)**. How can HR metrics improve recruitment and retention efforts? What HR training can improve search committee processes and organizational effectiveness related to diversity? What HR resources are available to improve diversity efforts?

The Role of Shared Governance in Advancing a More Inclusive University
~ **Joanne Addison (CU Denver), Laura Borgelt, (CU Anschutz), Paul Chinowsky, (CU Anschutz), Michele Companion (UCCS), David J. Port (CU Anschutz)**. How can participating in shared governance create meaningful pathways for more diverse leadership? What is “inclusiveness” and how is it defined on each campus? How can shared governance promote greater collaborative structures to encourage positive outcomes for both students and faculty? What activities would you like to see CU’s shared governance bodies engage in as we work to advance a more inclusive campus?

Cultural Competency: The Foundation for an Inclusive Environment

~ **Cerise Hunt (CU Anschutz)**. How do you become cognizant of your own personal assumptions about human behavior, biases and preconceived notions? What skills are essential to support the ongoing development of cultural proficiency? How can policies and procedures enable individuals and organizations to work effectively cross culturally?

Health Humanities as Diversity Work

~ **Therese (Tess) Jones (CU Anschutz)**. How and why has there been a notable expansion of medical / health humanities programs on undergraduate campuses in the past few years? Who do such programs serve? How do such programs model inclusivity and promote diversity?

Injustice in Health Research

~ **Angela Sauaia (CU Anschutz)**. Is injustice in health research really in the past? Why are racial/ethnic minorities, the poor, the GLBTI, women, the elderly and other victims of health inequities less likely to be included in health research? What are strategies for addressing injustice in health research?

Safe Zone Training

~ **Scarlet Bowen (CU-Boulder), Morgan Seamont (CU-Boulder)**. What are the needs of LGBTQ-identified students? What can I do to support LGBTQ students in my role at the university?

Understanding Veteran and Military Members in the CU System

~ **Sarah Hautzinger (CU System), Phillip Morris (UCCS), Jean Scandlyn (CU Denver)**.

How does the broad university faculty and staff understand and relate to military members and veterans? What are some effective strategies for communicating with and educating veteran and military members on campus? What should civilian faculty and staff members know about what it is like to serve in the military during the Global War on Terror?

The Under-Represented Minority STEM Pipeline

~ **Lilia Cervantes (CU Anschutz), Walter D. Conwell (CU Anschutz), Christopher Edge (CU Anschutz), Gregg Lee (CU Anschutz), Dominic Martinez (CU Anschutz), Omar Montgomery (CU Denver), Abenecio Rael (CU Anschutz), Paul Rakowski (CU Denver)**.

What is the URM STEM pipeline and why is it important? What is the current status of STEM pipeline initiatives at the University of Colorado? How can we enhance and integrate current STEM initiatives at the University of Colorado?

Religious Inclusivity on the Campus

~ **Jeffrey Scholes (UCCS)**. What is the difference between religious inclusivity and religious exclusivity? How can religious inclusiveness be fostered amongst our students and faculty?

Considering International Students, Cultural Diversity and the Inclusive Classroom

~ **John Sunnygard (CU Denver)**. What cultures are seen and unseen in our classrooms?

What challenges do American and international students face in our class-rooms? What learning opportunities does a culturally diverse classroom represent?

Imagining Empathy through Musical Stories

~ **Janice Gould (UCCS), Jane Rigler (UCCS)**. In what ways can we use sound as a tool to express a person's voice, emotion and opinion? In what ways can we learn to listen to sound as means for understanding different points of views? How can we develop imagination in order to enhance empathetic skills?

AFTERNOON WORKSHOPS (2:00 pm – 3:30 pm)

The Transformation of the First Generation Student into the Scholar: Providing Access beyond the Front Door of the Academy

~ **Teresa de Herrera (CU Denver), Valerie Embry (CU-Boulder)**. Is accessibility limited only to students being admitted into the institution? Can the university expand access past the admissions threshold? How is/should the university view(ing) retention – quantity vs. quality, process vs. product/statistics?

Safe Zone LGBTQ Ally Workshop

~ **Vanessa E. Delgado (UCCS), Shelby Kindell (UCCS)**. What is the current campus climate for LGBTQ people? What are CU policies and protections for the LGBTQ community? How can we be more inclusive of the lesbian, gay, bisexual, transgender community in our working and learning environments?

Using Our Privilege for Good

~ **Brenda J. Allen (CU Denver and CU Anschutz)**. What is privilege, and why does it matter? How can we use our diverse types of privilege to foster more inclusive campuses?

Culturally Effective Health Care: A Case-Based Approach

~ **Paritosh Kaul (CU Anschutz)**. What is culturally effective health care? How can we apply principles of culturally effective health care to negotiate cross-cultural interactions in health care and non-health care settings?

Words Matter

~ **Shelley Zion (CU Denver)**. What are microaggressions? How do they marginalize others? How can we create more inclusive environments by attending to the words we use?

Cultural Responsiveness: Communicating with People with Disabilities

~ **Ida Dilwood (UCCS), Lisa McGill (CU Denver and CU Anschutz)**. How do we know when it's acceptable to assist a person with a disability and when we need to stand back? What current terminology is considered respectful regarding various types of disabilities? How do I address my discomfort around a particular type of disability?

Distance Learning Technologies in Courses Examining Diversity and Inequality

~ **Abby Ferber (UCCS), Edward L. Portillos (UCCS)**. What new opportunities are opened up by distance learning technologies in courses focused on diversity and inequality? What new challenges do they present? What pedagogical tools can we utilize to discuss issues of inclusion online?

Conscious Conduct: What's Working to Promote an Inclusive Environment

~ **Melissa Connell (CU Denver and CU Anschutz), Adelina Gomez (UCCS), Katherine Greenwood (CU Denver), Jessica Kuchta-Miller (CU-Boulder)**. How can small acts make a big impact in the workplace? What happens at the intersection of conflict & diversity?

Understanding Emotions: Yours and Others'

~ **John Frazee (CU-Boulder)**. Where do emotions come from? How can I manage my own emotions more effectively? How can I respond more effectively to the emotions of others?

Participatory Action Research Spaces: Leveraging Lived Experiences to Make Sense of Higher Education Barriers and Resources

~ **Carlos P. Hipolito-Delgado (CU Denver), Rebecca Kaplan (CU-Boulder), Ben Kirshner, (CU-Boulder), Elizabeth Mendoza, (CU Denver)**. What are key design principles and steps of critical participatory action research (CPAR)? How can CPAR with college and high school students develop new knowledge about access and inclusion? What did student researchers, through the collection of primary data, find out about barriers to and resources for accessing higher education?

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Links

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