Dreamer Summer Intern Program

The University’s long-standing partnership with the “I Have a Dream” organization in Boulder County is having a tremendous impact on the educational and professional development of Boulder youth. This influence is especially evident for those youth participating in the CU Dreamer Summer Internship Program.

Seven departments employed Dreamers in meaningful internships for 6-8 weeks this summer. The internships were designed to serve the needs of the department and provide a quality experience with exposure to campus life and access to a professional work environment. Additionally, Dreamers attended weekly skill-

(continued on page 9)

Weekly Workshop Topics

- “Practical Skills for College Students” by Chris Pacheco & Nicole Rodriguez
- “Personal Financial Skills & What You Need to Know about Renting” by Erin Ratay & Lisa Wade, Local Realtors
- “Leadership Residential Academic Program” by Barclay Jones
- “Living Your Values” by Andrea Iglesias
- “Campus Tour” by Chris Pacheco & Nicole Rodriguez

2012 Dreamers and Departments

- International English Center – David Amaya & Kenny Nguyen
- Law School – Kenny Nguyen
- Leeds School of Business – David Meza
- Orientation – Yenifer Garfio
- SMART Program – Anakary Valenzuela
- Science Discovery – Anakary Valenzuela & Ayme Guereca
- Transportation – David Amaya

Ute Mountain Ute Computer Build

Twelve students from the Ute Mountain Ute Tribe in Towaoc, Colorado (located 12 miles SW of Cortez) participated in the University of Colorado Indigenous Alliance program where they learned to build a computer. CU-Boulder is one of 14 colleges and universities in 10 states who make up the Indigenous Alliance, which is led by the University of Alaska and supported by the National Science Foundation.

The three-day workshop was offered to increase students’ interest in engineering and science. David Aragon, Executive Director for Student Success at ODECE, said that this program has been successful in the Denver area and they therefore wanted to try to offer it to Native youth in Southwest Colorado.

In addition to building computers, the students loaded the latest operating system and office software. Student Joseph White mentioned that he didn’t know a lot about computers before he had the opportunity to build one. Other students commented that it was interesting to learn what was inside a computer and that the workshop taught them that they are able to fix things themselves.

(continued on page 2)
DID YOU KNOW...

“CU-Boulder is among that Top 100 universities nationally in conferring BA/BS degrees to Asian Americans, Hispanics and Native Americans.”

Source: DiverseEducation.com

Ute Mountain Ute Computer Build cont’d.

Calvin Pohavpatchoko Jr. (on the far left in the photo), a Ph.D. student in ATLAS at CU-Boulder, served as a coordinator and instructor for the workshop. “The Indigenous Alliance program has a positive impact on students’ self-identity and attitude towards education as they are taught to build a computer, load software, and experience a life of a professional in a STEM field. The knowledge and skills they gain from participating as well as the computer earned, will carry them forward in their own career pursuits,” he said.

A long-term goal of the project is to influence students’ persistence in their high school science and math classes and prepare them for college entry into the science and engineering fields.

Information & photos adapted from article by Michael Maresh of The Cortez Journal

2012 Summer Diversity Academic Programs

Summer is an especially busy time of year when it comes to the University’s outreach and academic enrichment of students from first-generation and multicultural backgrounds. This past summer more than 700 students participated in 20 academic development programs that served students at various stages along their educational pathways: middle school, high school, bridge to the first-year of college, and graduate school preparation through undergraduate research.

Program Highlights:

New this year was the Ball Undergraduate Research Fellows Program which placed eight science and engineering juniors and seniors in 10-week research settings working closely with faculty and graduate student teams. Funded by the Ball Foundation, this initiative created new opportunities for students to gain hands-on experience in their field of interest. Lamar Alexander, a junior in Mechanical Engineering who plans to continue his research during the school year, said “Doing research has helped me understand concepts I learned in classes and allowed me to see the big picture. This project not only helped set the stage for continued research but also for a successful academic career.” The students will present their research findings at a symposium to be hosted at Ball Aerospace early this fall.

Also new to the summer offerings is the Journalism Diversity Scholars Summer Intensive, now in its second year, which hosted 12 CU incoming freshmen who participated in rigorous academic community-building activities and a digital media group project designed to boost their preparation for journalism.

Please contact ODECE if you are conducting a summer student diversity program that has not been included in this list.
CU LEAD Student Spotlight

Karen Garcia has two dreams: to become a United States diplomat abroad addressing human rights issues and becoming a professor who educates future students about social justice. Her dreams began at a young age when she saw her parents struggle to provide the basic necessities to her and her three sisters. These experiences convinced her that education was the only way to improve the lives of her family while doing what she loves. As a first generation student, Karen sometimes felt overwhelmed by college, but thanks to the Ronald E. McNair Post-Baccalaureate Achievement Program, she found an encouraging home on campus. Karen graduated in May 2012 with degrees in International Affairs and Italian. She credits the McNair Program for providing her with training in research methodology, support for graduate school, funding, and mentoring. As a result of this strong foundation, she will begin her graduate studies at the School of International Service at American University in Washington D.C. this fall.

CU LEAD Director Spotlight

Alejandro Cremaschi, Associate Professor of Piano Pedagogy, teaches and plays the piano at the University of Colorado at Boulder. Born in Mendoza, Argentina, he has devoted the last two decades to performing and recording music by Argentine and Latin American composers. Other research areas include motivation to learn, piano teaching in Latin America, and technology-aided instruction. He chairs the College of Music Diversity Committee. In addition, Dr. Cremaschi is the advisor for the Diverse Musicians’ Alliance, an academic neighborhood dedicated to student mentorship, student retention, and academic achievement. Musically, the group focuses on the performance of music that reflects the diverse backgrounds of students at the University of Colorado and the College of Music. The DMA group organizes an annual October Diverse Music Concert, which features music from different traditions, cultures and ethnicities. Alejandro is also the president of the Colorado State Music Teachers’ Association, a non-profit organization comprised of 700 independent music teachers in the state of Colorado. He is currently working with the association to create scholarships to provide access to lessons for Colorado children who cannot afford music studies.

Normalizing Inclusion Diversity Conference

On March 1, 2012 at CU-Boulder, the Diversity and Student Services Committee of the Program for Writing and Rhetoric held an undergraduate diversity conference titled Normalizing Inclusion. The conference promoted dialogue on diversity issues to enhance openness and respect in the campus climate and to showcase PWR student writings on diversity-related topics. Nearly 200 people attended the half-day event beginning at 8 a.m. with a welcome from Vicki Leal, Past Director of P-20 and Diversity Initiatives in Academic Affairs. The CU Dialogues Project, coordinated by Pilar Prostko, held a round-table discussion with participant dialogues including immigrant workers, students, faculty, staff, and members of the community.

The keynote speaker, journalist and author Helen Thorpe, spoke on the challenges faced by undocumented high school students in Colorado. Thorpe is the author of Just Like Us, a moving account of the educational struggles of high-achieving, but undocumented, Colorado teens. Her writing has appeared in numerous national venues, including the New York Times Magazine, New York Magazine, Texas Monthly, and The Texas Observer.

In response to the conference theme, Normalizing Inclusion, the student presentations covered diversity issues ranging from the local to the international.

The student presentations were:

- Elom Amouzou “Imagining Privilege”
- Wisdom Amouzou “The Curious Case of Shirley Sherrod: Racist Vigilante or Tolerant Emancipator?”
- Belise Kabahizi “Completing the Singled Stories”
- Abigail Lane “Normalizing Inclusion: The Standard English Myth”
- Kaitlyn Merriman and Topher Downham “Access to Nature”
- Keegan McCaffrey and Nick Jordan “Courage and Inclusion”
The Implementation of Multicultural Perspectives and Approaches in Research and Teaching (IMPART) Fellowship Awards give faculty the opportunity to further develop a campus environment that supports and encourages gender, ethnic, and cultural diversity in the approaches to scholarly work and teaching. The IMPART Award Program has been in place for the past two decades at CU Boulder. The deadline for the next round will be in February 2013. We would like to share the work from an IMPART grant that was awarded to Claire Farago, a professor in the Department of Art and Art History.

World Art Studies: A New Introduction to the History of Art

The production and exchange of cultural artifacts has been one of the primary means of social interaction for as long as humans have been around. Art, most broadly defined as anything of human manufacture, has a history that takes place within concrete institutional frameworks, influences how we think of ourselves, what we desire and, most of all, what we understand the world around us to be. In essence everything that makes up our world is mediated by art: the world that humans manufacture mediates our human experience of the world. Tools for talking about art and the experience of it is thus an important part of becoming responsible citizens in society – and this is ever more the case in our virtual world of human contact through electronic media.

So quite a lot is at stake in how we teach students to be visually literate and art history is the primary discipline charged with these responsibilities. When the discipline of art history was

Family Learning Center Hosts Pre-Collegiate Classes for Middle and High Schoolers

Nearly 25 middle and high school students from the Boulder area spent six and a half weeks of their summer on the CU Boulder campus learning about income and class issues while also hearing about campus life. This pre-collegiate program is being offered through The Family Learning Center in Boulder and is in its second year. The sessions focus on culture and identity and take place both at the University and the Family Learning Center. The curriculum was designed by Brenda Lyle, Family Learning Center Executive Director, and Alphonse Keasley, Assistant Vice Chancellor for Campus Climate & Community Engagement at ODECE.

The goal of the program is to push the students to pursue a college education by giving them a taste of what college is like. Keasley says, "Our goal is to get as many students to college as we can." Class topics have included learning communication strategies and exploring class differences as well as hosting speakers who focused on applying to and paying for college. The students learn valuable skills during the classes such as handling conflict, processing complicated information, developing an identity, and other various academic skills. Student Jasmine Johnson stated "It's really helped me grow as a person and see how important education is."

Learning about CU was a highlight for most of the students since they received a first-hand look at the campus which is an excellent primer for later attending CU. "I want to know how to prepare myself for college, to get scholarships and grants," said Patricia Valtierra, an eighth-grader at Case. "My goal is to go to CU. It's good to start thinking about it now."

Information & picture adapted from article by Amy Bounds of The Daily Camera
The 18th annual Diversity and Inclusion Summit will be held on the University of Colorado Boulder campus on November 13th, 14th and 15th, 2012. The Summit theme is “AMP It Up: Awareness, Movement, and Practice.” The Summit aims to collectively increase awareness, move towards greater respect and inclusion, and practice diversity, large and small. The Summit brings the most current and up-to-date best practices around matters of diversity, inclusion, equity, and social justice to campus. Join us as we “AMP” up the energy around inclusion in 2012.

**Highlights**
- Over 30 educational and exploratory sessions.
- Discussion of how cultural biases impact conversation and ways you can initiate conversations related to diversity, inclusion, and social justice.
- Faculty-track workshops with tools on integrating diversity and inclusiveness into the classroom.
- An in-depth understanding of the support needs of international students and resources that will help them integrate into CU.
- Environmental issues and social justice.
- A multicultural career fair for students.

**Speakers scheduled to present:**
- Jane Brautigam, City of Boulder Manager
- Valerie Embry, Director of the CU-Boulder Academic Excellence Program

**Preliminary schedule:**
- Tuesday, November 13: Welcome, keynote speaker, workshop sessions
- Wednesday, November 14: Plenary sessions
- Thursday, November 15: Dialogues and discussions

Hosted by the Office of Diversity, Equity and Community Engagement, the Chancellor’s Advisory Committees, the City of Boulder, and Boulder County, the Diversity and Inclusion Summit is one of the most important campus gatherings of the year.

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**Equity & Excellence Celebration**

**2012 Equity & Excellence Award Recipients:**
- **Faculty**
  - Robert Pyatt, Professor, Architecture & Planning
- **Graduate Student**
  - Mary Robertson, Sociology
- **Staff**
  - David Aragon, ODECE
- **Undergraduate Student**
  - Benjamin Cefkin, Music
- **Undergraduate Student**
  - Nicholas Martinez, Economics
- **Special Recognition**
  - Nicole Rodriguez, Business and Spanish

The Equity and Excellence Celebration began in 1985 by Dr. Al Ramirez as a way to recognize those who have made significant contributions to diversity and inclusion at CU Boulder. The Equity and Excellence Award is designed to recognize students, staff and faculty who have successfully and effectively worked to promote the principles of inclusive excellence in teaching and learning, higher education program management or leadership development. The 2012 event was to be held April 24th, but was canceled due to President Obama’s visit to the CU Boulder campus the same day.
Chancellor’s Advisory Committees

The Chancellor’s Advisory Committees oversee initiatives, provide feedback and address campus climate issues related to gender, race and ethnicity, disability/accessibility, and sexual identity.

Chancellor’s Advisory Committee on Minority Affairs (CACMA)

CACMA is dedicated to enhancing the university's climate for diversity, multiculturalism, and social justice. The committee assesses the campus environment and advises the chancellor. It is also a resource for all university departments and individuals seeking to improve CU-Boulder’s climate for diversity.

CACMA seeks to:
- Enhance awareness of issues that affect people of color. This includes organizing and implementing an annual campus wide summit on diversity.
- Influence policy that affects people of color.
- Support, recognize, and advocate for efforts to promote diversity, multiculturalism, and social justice within the campus community.

Members:
Leisha Conners Bauer       Franklin Kim       Jason Shelton
Philip Barker             LaRuth McAfee     Karen Shimamoto
Teresa Hernandez           Jose Martinez     Bernadette Stewart, Chair
Theresa Halsey

Chancellor’s Committee on Women (CCW)

CCW is an informed advocate for all women on the campus: classified and unclassified staff, tenure-track and non-tenure track faculty; undergraduate, graduate, and professional students; and administrators. It is a representative committee of women across campus, with a collective experience that is diverse and proactive. The committee monitors the climate for women on campus and is eager to listen and learn what is important to women at CU Boulder.

CCW’s Goals:
- Monitor the status of women on campus.
- Recommend policy to create significant change.
- Work to assure justice and equity for women at CU-Boulder.

Members:
Cindy Cabrales, Co-Chair       Megan Clark
Debra Frazier               Nola Salisbury
Merlyn Holmes               Denice Walker, Co-Chair
Sara Noah                   Melinda Piket-May, Past Chair
Jan Owens
Chancellor’s Campus Accessibility Committee (CCAC)

CCAC assists the campus administration and the ADA coordinator to ensure that people with disabilities are afforded access to programs, services, and activities offered by CU-Boulder. The group advises the CU Boulder campus is in compliance with the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973.

CCAC’s Objectives:
- Assist in educating the campus on the ADA and disability issues.
- Review CU-Boulder programs for compliance with ADA.
- Review and make recommendations regarding ADA training programs.
- Review and recommend updates to CU-Boulder's self-evaluation process to include programs and policies.

Members:
- Shauna Atkins
- David Bahr
- Priscilla Carlson
- Cindy Donahue
- Alphonse Keasley
- Dana Kusjanovic, Co-Chair
- Susan Paulson
- Melinda Piket-May
- Michael Roseberry, Co-Chair
- Karen Raforth
- Karen Rosenschein
- Bette Sellers-Anderson
- Philip Simpson
- Catherine Stager-Kilcommons
- Curt Williams

Universal Design Advisory Committee (UDAC)

UDAC is a sub-committee of the Chancellor’s Campus Accessibility Committee (CCAC). The group focuses on issues surrounding digital accessibility.

Members:
- William Kubie, Chair
- Clayton Lewis
- Grant Matheny
- Duncan McBogg
- David Sprouse
- Catherine Stager-Kilcommons
- Jane Qunying Zheng
- Debra Warren
- Denise Knowles
- Erika Klein
- Howard Kramer

Chancellor's Standing Committee on Gay, Lesbian, Bisexual, and Transgender (GLBT) Issues

The Chancellor’s Committee on Lesbian, Gay, Bisexual, and Transgender Issues advises the Chancellor on matters that impact LGBT persons and their allies on campus. Beyond that, the Committee is committed to promoting an inclusive campus environment for all members of the CU community. Our interest is in both policies that promote inclusiveness and in overt and subtle characteristics of the larger campus climate. While the Committee is prepared to respond to unanticipated situations that influence the experience of members of the campus community, we have also identified the following as areas of specific concern during the 2012-2013 Academic Year: 1) identify, address, and make recommendations around campus climate; 2) monitor, assess, and make recommendations for relevant campus policies; and 3) advocate for students, staff, and faculty around LGBTQ issues.

Members:
- Alex Angueira
- Jo Arnold
- Scarlet Bowen
- Deane Bowers
- Bud Coleman
- Jane Elvins
- John Fox
- Pascal Gagne
- Chris Hawkey
- Lynne Howard
- Jeff Nytch
- Cindy Pickett, Chair
- Jessica Polini
- Tom Riis
- Glenda Russell
- Morgan Seamont
- Vicki Vanderwerf
- Sarah Williams
CU Boulder's Pre-Collegiate Programs currently work with 1,700 students and parents in 20 target high schools and 27 middle schools along the Colorado front range and in several mountain and western slope communities.

professionalized in nineteenth-century Europe, the dominant model for interpreting cultural production was grounded in racial science, which has since been completely discredited. Yet our archives for studying art are still organized along nineteenth-century lines and even today, all major introductory textbooks are based on nineteenth-century assumptions. Art history has by definition always been concerned with multi-culturalism, but it has not proven easy to come to terms with its past values.

I received an IMPART grant to develop a new introductory course to the Art History program. The new course is called World Art Studies and it grounds the historical study of art in a global or “worldly” context without relying on racial thinking from the nineteenth century. The nine permanent faculty in the Art History program at CU, and some temporary instructors, have been collaborating for the past two years to develop a conceptual structure and a visual and textual archive for completely re-envisioning our existing introductory survey of major artistic monuments. The new course devotes considerable attention to the historical exchange of ideas about art and art making, the trafficking in artifacts, the processes of fusion and diffusion that have occurred as cultures come into contact, focusing on local art traditions and the uneven processes of exchange under colonial domination.

In my own research and publications, I have been contributing to the international discussion of how to reconfigure the discipline of art history for the last 20 years, and this is my most significant attempt to develop a pedagogical model. My edited book, Reframing the Renaissance: Visual Culture in Europe and Latin America 1450-1650 (1995), which has had a broad impact in the field, was the direct outcome of classroom teaching, funded by a Ford Foundation Grant to CU. As the head of the current collaborative effort to rethink our World Art course, I have been collaborating with students as well as colleagues. Initially, when the faculty met workshop-style to discuss alternatives to existing approaches, the goal was to build consensus among our widely varying methodologies and subdisciplinary expertise. When we were beginning the process of reconsidering our introductory lecture course, I took the revision process into my own classroom, charging a seminar-style course of 24 upper-class undergraduates to read and critically analyze some of the most important contributions to a burgeoning literature on “world art history” in relationship to their own experience in our program. I also met with art history instructors outside the Department who are interested in incorporating the syllabus and course materials into their own art history courses. The CU Art History faculty developed an initial draft for the syllabus of a two-semester course organized thematically, integrating issues of multiculturalism, ethnicity, gender, and class as a foundation for the entire course.

Our new course does not use a textbook. With the IMPART grant money, I hired nine graduate students and two former undergraduate seminar participants over the course of two summers to collect and archive reading materials and images with historical information about individual monuments, ceremonies, artifacts, and other forms of cultural production covered in the course. In the future, I plan to invite other experts on campus to give guest lectures and the art history faculty will each give one guest lecture in the course, as has long been our custom. Teaching Assistants run the discussion sections which will also help us build the course materials in the open-ended archive available to all instructors. The archive will be modular, so that other instructors for the course can reshape the syllabus from year to year without losing the conceptual basis.
Department Spotlight: Disability Services

Disability Services (DS), under the university division of ODECE has served students with disabilities on campus for over 38 years. DS serves students with learning disabilities, ADD/ADHD, psychiatric/psychological, brain injury, physical/systemic, blind/low vision, and Deaf/hard of hearing. DS is located in the Center for Community building and currently serves over 1,400 students. Students can attend small group workshops offered by the department and sponsored by the Fayez Endowment on such topics as test-taking strategies, time management, improving memory, study strategies, etc. and they can meet with a Disability Specialist if desired.

DS’ mission is “to ensure that students with disabilities receive reasonable accommodations and services to participate fully in the academic environment. DS expects and coaches the campus community to embrace and embody a fully accessible and culturally sensitive campus.”

A couple successful projects over the past year include a Click and Go Mapping system that allows students to download a phone app that provides audio description of paths of travel for navigating the campus; a very successful Workforce Recruitment Program (WRP) last fall and a smooth transition of the WRP to Career Services.

For more information visit http://www.colorado.edu/disabilityservices/

‘Dreamer’ continued from page 1

-building workshops such as ‘personal financial management’ and ‘success strategies’ for college students. Intern Yenifer Garfio, who enrolled as a CU freshman in the fall, said “It’s a great opportunity to take on; you get to get comfortable with campus and get to know people way before you come to college. I learned so much working with the Office of Orientation – all of the great training I was provided with not only helped me but also my fellow Dreamer co-workers.”

Three Dreamers enrolled as new freshmen at CU-Boulder in fall 2011; eight students began their college careers in fall 2012. For more information on the Boulder County I Have A Dream, visit www.ihadboulder.org.

Announcements

The College of Architecture and Planning is now the Program in Environmental Design. Sheryl Koutsis is serving in a new role as Coordinator, Student Engagement & Community-Building Programs, which will entail managing the Designers Without Boundaries Program as well as the First Year Experience. Lindsay Schumacher is still with Environmental Design in the position, Coordinator of Advising and Undergraduate Program Services, but has transitioned from working with Designers Without Boundaries.
Hello & Farewell

Hello

Dr. Christina Gonzales
Dean of Students & Associate Vice Chancellor, Student Affairs

Dr. Corinna Rohse
Director, Student Academic Success Center

Dr. Robert Tubbs
Director, Miramontes Arts & Sciences Program

Louise Vale
Vice Chancellor for Administration

Farewell

Aswad Allen
Director, Office of Diversity Affairs

Dr. Linnea Avallone
Director, Miramontes Arts & Sciences Program

Anselma Lopez
Office of Diversity Affairs

Matt Lopez
Office of Admissions

Carol Miyagishima
Director, Chancellor's Leadership Residential Academic Program/ELLC

Vikki Otero
Office of Admissions

Dr. Al Ramirez
Interim Director for SASC

Congratulations

♦ Congratulations to Upward Bound Director Dr. David Sanders and Assistant Director Tanaya Winder for the renewal of TRIO grant funding through the U.S. Department of Education. Upward Bound will receive $462,495 per year for the next five years (2012-2017) to serve 103 high school students annually from eight reservation communities across eight states.

♦ 2012 President’s Diversity Award Winners

  Staff — Sharon Vieyra, ODECE
  Staff — Anthony Cordova, UCCS
  Faculty — David Boromisza-Habashi, Communications
  Unit — Program for Writing and Rhetoric

Upcoming Events

• Diversity and Excellence Grant—Deadline 10/26/2012
• CU Women Succeeding Symposium — February 21-22, 2013
• IMPART Grants Due—February 2013
• Nominations for the 2013 Equity & Excellence Celebration will be due February 2013
• President’s Diversity Award—Nominations due 4/17/2013
Meet the ODECE Staff

Dr. Robert Boswell, 303.735.1332
Vice Chancellor

Dr. Alphonse Keasley, 303.492.5479
Assistant Vice Chancellor

David Aragon, 303.492.2944
Executive Director for Student Success

Chris Pacheco, 303.492.7976
Director of Pre-College Outreach

Sharon Vieyra, 303.735.2890
Office Manager

Nola Salisbury, 303.735.1332
Executive Assistant

Cindy Donahue, 303.492.5614
Director, Disability Service

Cindy Pickett, 303.492.7201
Budget Officer

Gale Day, 720.352.5771
STEM Outreach Coordinator

Nicole Rodriguez, 303.492.8772
Office Assistant

Matt Jones, 303.492.5479
Student Assistant

Newsletter created by: Nicole Rodriguez, ODECE Office Assistant

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