



Higher Education

EQUITY DAY OF ACTION:

Future Forward Colorado

October 18, 2024

Colorado State University, Ft. Collins



Equity Day of Action Agenda

Colorado State University, Ft. Collins | October 18, 2024
<https://cdhe.colorado.gov/equity-day-of-action>



Higher Education

EQUITY DAY OF ACTION:

Future Forward Colorado



COLORADO
Department of
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The Rocky Mountain Indigenous Dancers are a Native American dance troupe known for showcasing traditional dances. They aim to preserve and promote the rich cultural heritage of Native American communities through their performances. Their shows often include a variety of traditional dances, storytelling, music & vibrant regalia. Showcasing traditional dances from various tribes from the Rocky Mountain region and beyond. Immerse yourself in a unique experience with cultural education & fun.



Contact RMID at (720) 322-3685 or 303rmid@gmail.com

2024 Equity Day of Action

Agenda

8:00 AM | Check-in and Breakfast

Lory Student Center – Ballroom D

9:15 AM - 10:00 AM | Equity Day of Action Welcome

Ballroom D

10:00 AM - 11:10 AM | Breakout Sessions 1

Empowering Pathways: Building Credentials for Indigenous Success

Room 308-10

Inclusive Language in the Spanish Classroom

Room 312

Telling the Community's Story: Using Data to Build Rural Partnerships

Room 322

Equitable Recruitment, Advancement, & Retention in the Hiring Process

Room 324

11:20 AM - 12:20 PM | Breakout Sessions 2

Filling our Cups: The Importance of Employee Affinity Groups in Promoting Equity, Inclusion, and Belonging on our Campuses

Room 308

Building Cultural Intelligence: A Business Program Redesign to Elevate Students' CQ

Room 312

DIAL-IN for Dialogue: Impact of Peer-to-Peer Educational Model on Student Learning and Engagement (rural and marginal areas of CO)

Room 322

Promoting health equity through dual degrees

Room 324

2024 Equity Day of Action

Agenda

12:30 PM - 1:40 PM

Lunch, Presentation of Equity Champions Legacy Award, and Keynote Address

1:50 PM - 2:50 PM | Breakout Sessions 3

Viewing CU Boulder's Restorative Justice Model through a Transformative Lens

Room 308-10

Higher education's opportunity to support college and career readiness at the middle school level (rural and marginal areas of CO)

Room 312

Practical Framework for a Commitment to Inclusive Living

Room 322

Closing Equity Gaps by Developing Transfer Student Capital

Room 324

3:00 PM - 4:00 PM | Breakout Sessions 4

Invisible injuries & observable gaps: Using experiential learning to improve awareness and interventions for students with brain injury

Room 308-10

Design Justice and Self-Reflective Practice in Inclusive Learning Design: A Single-Case Study of Team Development in Higher Education

Room: 312

Improving Outcomes for Students with Disabilities in Higher Education

Room 322

Measure What Matters

Room 324

4:10 PM - 4:20 PM | Equity Day of Action Closing

2024 Equity Day of Action

10:00 AM - 11:10 AM | Breakout Sessions 1

Empowering Pathways: Building Credentials for Indigenous Success

Room 308-10

“Empowering Pathways: Building Credentials for Indigenous Success” is an interactive workshop designed to address the unique challenges and opportunities faced by Indigenous students in higher education. Through culturally relevant approaches, this session explores ways to create inclusive learning environments that honor Indigenous knowledge systems while promoting academic achievement. Key topics will include understanding Indigenous perspectives, decolonizing curriculum and pedagogy, fostering supportive learning environments, building pathways to credentials, and collaborating with Indigenous communities. By incorporating Indigenous knowledge and voices, participants will develop strategies to enhance student recruitment, retention, and success in higher education. This workshop is ideal for educators, advisors, and administrators committed to creating equitable and empowering educational experiences for Indigenous students.



Dr. Ayelet Zur-Nayberg (she/her)
Director, Adult Student Success
Colorado Community College System

Inclusive Language in the Spanish Classroom

Room 312

Inclusive language has played an increasingly important role over the last four decades, particularly in languages like Spanish which express gender grammatically through nouns, pronouns, articles, determiners, and adjectives. New inclusive, non-binary forms have pushed the generic masculine to be perceived more and more as male-specific, exclusive of other genders. Of course, this evolution of language does not happen overnight and is not accepted by all Spanish speakers for a variety of reasons. The presenters will share new variations of inclusive language and will explain how the topic is currently being discussed within their department at CU Boulder, as well as how they teach about new variations and use inclusive language themselves in the classroom, while also addressing the reality that using innovative inclusive language can cause new scenarios of exclusion.



Anne Becher (she/her)
Associate Teaching Professor
University of Colorado - Boulder



Viktoria Katherl (she/her/ella)
Master of Arts Student and
Teaching Assistant
University of Colorado - Boulder

2024 Equity Day of Action

10:00 AM - 11:10 AM | Breakout Sessions 1

Telling the Community's Story: Using Data to Build Rural Partnerships

Room 322

The Attainment Network (TAN) partners to transform education to workforce systems, increase opportunities for all learners, and expose and erase equity gaps. With our newest partnership in Colorado's Rural San Luis Valley, we've aligned 4 industry partners, 2 higher education institutions, 14 school districts, and 5 community organizations to collaboratively build more equitable Healthcare pathways to meet the region's deep workforce need. Data has proven to be a critical tool in bringing much needed resources to The Valley through Opportunity Now. Learn how this partnership is evolving, including data driven goals and resources, partner coordination, rural-focused strategies, community voice integration, and what the next steps of implementation and sustainability look like.



Ashley Maestas (she/her)
Pathways Director
The Attainment Network



Stefan Richarz (he/him)
Pathways
Data and Evaluation Director
The Attainment Network

Equitable Recruitment, Advancement, & Retention in the Hiring Process

Room 324

HR must work to measure the effectiveness of their search and hiring process. Strategies to diversify the pipeline. Viewers will learn about practices that include inclusive marketing for recruitment of diverse faculty and staff, measurements throughout the hiring process, strategies for equitable advancement that include the diversification of training and development, retention strategies that emphasize the importance of fostering belonging, and measurements to operationalize diversity, equity and inclusion within the workplace.



Dr. Erin Carillo-Stresow (she/her/ella)
Director, Diversity, Equity, and Inclusion
Colorado State University - Pueblo

2024 Equity Day of Action

11:20 AM - 12:20 PM | Breakout Sessions 2

Filling our Cups: The Importance of Employee Affinity Groups in Promoting Equity, Inclusion, and Belonging on our Campuses

Room 308

In this workshop, we will share the insights we've gained through the development and launch of Employee Resource Groups (ERGs) at Front Range Community College. We will share reflections on designing and implementing ERGs and guide participants through scenarios about navigating challenges and embracing opportunities as they design and lead similar groups at their institutions.



Dr. Krishna Pattisapu (they/them)
Executive Director,
Equity and Inclusion



Harris Armstrong (he/they)
Coordinator,
Division of Equity and Inclusion



Zinia Mendoza (she/her)
Generalist,
Human Resources

Building Cultural Intelligence: A Business Program Redesign to Elevate Students' CQ

Room 312

Cultural Intelligence, or CQ, is an increasingly critical skill set for individuals in the workforce. Whether focusing on the changing demographics within our own communities, the interconnectedness of businesses across the globe, or the unique organizational cultures of workplaces, CQ has something to offer. At Red Rocks Community College, two business faculty have spent the past year redesigning core business courses with an emphasis on cultural intelligence. Common CQ learning outcomes, strategic integration of CQ principles into assessments, and active learning design of student activities and assignments are woven through three business classes and provide a scaffolded opportunity for students to develop and deepen their own cultural intelligence. We will share the research and process for this redesign effort and the faculty roadmap we've created for future implementation.



Stephanie Schooley (she/her/hers)
Assistant Professor
Red Rocks Community College



Julio Suarez-Pesquera (he/him/his)
Assistant Professor
Red Rocks Community College

2024 Equity Day of Action

11:20 AM - 12:20 PM | Breakout Sessions 2

DIAL-IN for Dialogue: Impact of Peer-to-Peer Educational Model on Student Learning and Engagement (rural and marginal areas of CO)

Room 322

The Dialogue for Inclusion, Advocacy, and Learning (DIAL) program offers opportunities for CSU students to engage across differences and to increase their awareness, understanding, and skills on topics of diversity, identity, bias, and social justice through their workshop offerings. The DIAL program utilizes theories and experiential learning rooted in Intergroup Dialogue (IGD) from a foundation in Indigenous and settler colonial framework. Relational accountability is central to Indigenous epistemology and ontology across many diverse sovereign nations/communities. In this session, we hope to share the pre and post data collected from Spring 2024 workshop offering and student reflections. The literature on IGD shows benefits to both the facilitators and participants of IGD workshops. DIAL allows for growth and support for both our CSU undergraduate student DIAL Peer Educators and our CSU undergraduate student participants in our workshop offerings.



D. Romo (they/them)
Assistant Director,
Diversity, Equity, and
Inclusion Education Colorado
State University – Ft. Collins



Susan Hua (she/her)
Director,
Diversity, Equity, and Inclusion
Education Colorado State University
– Ft. Collins

Promoting health equity through dual degrees

Room 324

Faculty and staff in the Health Administration programs at Regis University have created internal and external partnerships with the goal of increasing access to transformational learning experiences emphasizing health equity. For example, within our University, we have a dual degree between our Doctor of Pharmacy and our Master of Science in Health Services Administration (PharmD/MS-HSA). Externally we have created a partnership with Xavier University of Louisiana, a Historically Black College and University (HBCU), to offer another PharmD/MS-HSA. The students who elect the dual degrees are focusing on the clinical side of healthcare but are also interested in the increasingly complex business of healthcare. Having the full complement of clinical and administrative skills provides these students with the tools necessary to access the highest levels of leadership within healthcare and create lasting change within our systems ~ systems that are broken, especially for those who are the most marginalized among us.



Melissa Bosworth (she/her)
Division Chair, Assistant Professor,
Health Ethics Administration and Leadership
Regis University

2024 Equity Day of Action

CDHE's 2024 Higher Education Equity Champion Legacy Award Recipient



Joe Garcia

Chancellor,
Colorado Community College System

As CCCS Chancellor, Joe Garcia leads the state's largest system of higher education, which serves 125,000 students annually at 13 colleges and over 35 locations across Colorado. Garcia has consistently demonstrated leadership and commitment to advancing access and equity in higher education through various roles in both the public sector and in higher education. Prior to his role at CCCS, Garcia served two years as President of the Western Interstate Commission for Higher Education ("WICHE") from June 2016 to June 2018. WICHE is an interstate compact created to provide access to, and improve the quality of, higher education opportunities for residents of the western United States.

From 2011 to 2016, he served as the Lt. Governor of Colorado and as the Executive Director of the Colorado Department of Higher Education. During his time as Lt. Governor, Garcia focused on increasing equity in outcomes for all students, particularly those from low-income backgrounds and communities of color. From 2006 to 2010, he was President of Colorado State University-Pueblo, which was named the 2008 Outstanding Member Institution by the Hispanic Association of Colleges and Universities. Under his leadership, CSU-P saw enrollment increase dramatically.

From 2001 to 2006, Garcia was President of Pikes Peak State College, Colorado's second largest community college. During his time at PPSC, he was twice recognized

as President of the Year by Colorado students and several minority and student focused organizations, such as the NAACP, LULAC, The Hispanic Chamber of Commerce, and Phi Theta Kappa. Garcia's previous public service positions included serving as a member of the Cabinet of Governor Roy Romer and as a White House appointee under President Bill Clinton. He was the first Hispanic partner in the 100-year history of Denver based Holme Roberts & Owen where he focused on public education law.

Garcia earned his Bachelor of Science in International Business (1979) from the University of Colorado at Boulder and a Juris Doctorate (1983) from Harvard Law School. Garcia continues to serve in equity spaces by serving on the Board for the Mexican American Legal Defense & Educational Fund (MALDEF), Complete College America, the Colorado Opportunity Scholarship Initiative (COSI), the Colorado Workforce Development Council (CWDC), and the Business Experiential Learning (BEL) Commission. He has been appointed by Gov. Polis to the Education Leadership Council, the first version of which he founded during his time as Lt. Governor. Under the leadership of Gov. Polis, the Council was reconstituted and re-energized and is now focused on improving the quality of and equitable access to all levels of public education in Colorado, from early childhood to post-graduate programs. Garcia is married to Dr. Claire Oberon Garcia, faculty at Colorado College.

2024 Equity Day of Action

Equity Day of Action Lunch Keynote Speaker



Dr. Kijua Sanders-McMurtry

(she/they)

Vice President, Equity and Inclusion
Mount Holyoke College

We Are All in This Together: How We Tell the Truth About Diversity, Equity and Inclusion

Dr. Kijua Sanders-McMurtry serves as the Vice President for Equity and Inclusion at Mount Holyoke College in South Hadley, Massachusetts. She began her time at Mount Holyoke in the summer of 2018 and has been instrumental in the transformative change of the institution including stewarding their anti-racism action plan and establishing the College's Office of Diversity, Equity and Inclusion which supports alums, students, faculty, and staff at the institution.

In addition to diversity education, she has worked in the areas of financial aid, honors education, student development and leadership, and Title IX. She has

taught graduate and undergraduate courses at Agnes Scott, Atlanta Technical College, Mount Holyoke, Georgia State University and the University of Georgia. Her background also includes time spent as a public health research associate with ORC Macro, International. Sanders-McMurtry holds a Ph.D. in Educational Policy Studies, a Graduate Certificate in Women's Studies, as well as Master's and Bachelor's degrees in Sociology from Georgia State University. A high school dropout, she credits her non-traditional academic journey to her mentors at Pasadena City College, where she completed an associate's degree in social sciences.

2024 Equity Day of Action

1:50 PM - 2:50 PM | Breakout Sessions 3

Viewing CU Boulder's Restorative Justice Model through a Transformative Lens

Room 308-10

This session explores the CU Restorative Justice program implemented at the University of Colorado Boulder, designed to enhance student success by addressing conduct violations through restorative justice and transformative practices. Moving away from traditional conduct models, this approach offers students three pathways: conduct hearings centered on learning, restorative justice, and restorative actions, emphasizing student choice, agency, and individualized opportunities. The program focuses on prevention, resolution, and education, aligning with generational shifts and reducing recidivism while fostering student development. Presenters will share the model's impact on student outcomes and campus culture, compare it to traditional conduct methods, and discuss practical applications for other institutions.



Jamie Pratt (she/her)
Assistant Director,
Restorative Justice and
Conflict Resolution
University of Colorado – Boulder

Ethan Smith (he/him/his)
Coordinator,
Student Conduct
University of Colorado – Boulder
(not pictured)

Higher education's opportunity to support college and career readiness at the middle school level (rural and marginal areas of CO)

Room 312

There is a growing amount of evidence suggesting the positive impact early exposure to college and career readiness programming has on students, especially those from historically underrepresented and underserved populations. However, due to increased socioemotional needs of students, evolving curriculum demands, and limited staffing, many high school educators, counselors, and support staff often struggle with finding the time and resources to implement college and career readiness programming for all grade levels. This session will explore Aims Community College's efforts to reduce these challenges experienced by their high school partners by focusing on collaborative efforts with middle school partners to integrate comprehensive college and career readiness initiatives within existing educational frameworks. While still in its early stages of implementation, this session is geared to create conversation and explore the current approaches at the middle school level and how higher education institutions can become active participants in this work.



Rosa Galindo (she/her/ella)
Senior Enrollment Coach
Aims Community College



Fabián García (he/him/el)
Director, Recruitment and
Pre-Collegiate Initiatives
Aims Community College

2024 Equity Day of Action

1:50 PM - 2:50 PM | Breakout Sessions 3

Practical Framework for a Commitment to Inclusive Living

Room 322

A true commitment shows up nearly everywhere in your life - not relegated to a particular segment. Developed and used through forty years of research, teaching, and corporate training in the field of DEI work, this simple but effective framework can help to develop a personal and professional commitment to living a life of inclusion. Come learn it and get ready to use it!



Dr. Angie Paccione (she/her)
Executive Director,
Colorado Department of Higher Education

Closing Equity Gaps by Developing Transfer Student Capital

Room 324

Research continues to demonstrate that 80% of new community college students desire to transfer to earn a bachelor's degree. However, recent data shows that only 33% of those students transfer after six years of enrollment, and 16% of those students eventually earn their degree. There are various reasons for this leaky pipeline (e.g., complex transfer pathways, credit loss, lack of accessible transfer information) yet a common theme that continues to arise is access to academic advisors. Advisors and other institutional agents are a crucial component of the social network, or capital, that students build to help them navigate transfer pathways. How can we better support those who work with transfer students? Come to this session to learn more about transfer student capital (TSC), the importance of helping transfer students of color acquire and use TSC, and the important role all institutional agents can play to help develop TSC.



Christina Carillo (she/her/hers)
Academic Policy Officer and Advocate
Colorado Department of Higher Education

2024 Equity Day of Action

3:00 PM - 4:00 PM | Breakout Sessions 4

Invisible injuries & observable gaps: Using experiential learning to improve awareness and interventions for students with brain injury

Room 308-10

Our workshop starts with an overview of traumatic brain injury (TBI) and factors that impact the academic outcomes among students with TBI as well as the intersection of race/ethnicity and socioeconomic status on post-secondary success. We move into a description of how the Speech, Language, Hearing Sciences Department at MSU Denver and community members with lived experiences co-designed experiential learning activities to change how brain injury is conceptualized. We highlight participant data that capture how EL influences students' knowledge and understanding of TBI. Workshop participants are then invited to engage in EL activities that have increased awareness and empathy among students and professionals in healthcare and justice settings. Our workshop concludes by inviting participants to consider how co-design and EL approaches may support post-secondary educational outcomes among those living with TBI and other historically underrepresented students in higher education.



Dr. Kathy Hardin (she/her)
Associate Professor
Metropolitan State
University of Denver



Dr. Jessica Rossi-Katz (she/her)
Professor and Department Chair
Metropolitan State
University of Denver

Measure What Matters

Room 324

The workshop delves into implementing the four cornerstones of effective measurement systems in higher education, as outlined in CCA's publication *Using a Measurement System*. Participants will explore key performance indicators (KPIs), leading indicators, real-time metrics, data sources, and best practices for utilizing data in decision-making processes. Throughout the workshop, emphasis will be placed on understanding the significance of measurement in enhancing student success. Additionally, attendees explore how to use generative AI to help brainstorm and establish KPIs, leading indicators, and real-time metrics. By the end of the workshop, participants will have gained valuable insights and tools to drive positive change within their educational institutions, fostering a culture of continuous improvement and accountability.



Dr. Carrie Hodge (she/her)
Director, Data Analysis
Complete College America

2024 Equity Day of Action

3:00 PM - 4:00 PM | Breakout Sessions 4

Design Justice and Self-Reflective Practice in Inclusive Learning Design: A Single-Case Study of Team Development in Higher Education

Room: 312

Join our session to explore how the University of Colorado System Employee Services learning design team addressed a critical dilemma that marginalized learners within our diverse workforce of 25,000+ benefits-eligible employees. We identified barriers that unintentionally affected employees where race, gender, age, language, and socio-economic factors intersected. Using design justice principles, we redefined our approach to prioritize the voices of those we serve. This session will share our transformative journey, highlighting actionable steps, reflective practices, and the impact on our roles as instructional designers and change agents. Participants will engage in reflective activities and small-group discussions, connecting the case study to their own design challenges. This workshop is essential for instructional designers and leaders committed to advancing equity and inclusion in higher education.



Dr. Deborah Lowe (she/her)
Outreach Program Manager and PT
Faculty Learning Design and Technology
University of Colorado System Office



Rebecca Derr (she/her)
Outreach Professional
University of Colorado
System Office



Alexandra Molleck (she/her)
Outreach Professional
University of Colorado
System Office

Improving Outcomes for Students with Disabilities in Higher Education

Room 322

Increasingly, striving for equity for students with disabilities is growing in awareness. And clearly there is much work to be done. Come to this session to receive an update on the work that resulted from HB22-1255: Improving Higher Education Outcomes for Students with Disabilities. Specifically, learn about the recommendations which the Disability Services Advisory Committee delivered in two reports, and the first state-wide data collection on students with disabilities enrolled in colleges and universities in Colorado. During the session, we will use this information as a launchpad for brainstorming how equity can be improved on individual campuses for students with disabilities.



Carl Einhaus (he/him/his)
Chief Student Success and Academic Affairs Officer
Colorado Department of Higher Education