



UNIVERSITY of  
DENVER

MORGRIDGE COLLEGE  
OF EDUCATION



Higher Education Department

# ENGAGED

Published January 2019





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## *A sincere thanks*

HigherEd extends its sincerest thanks to everyone who contributed to this publication, including, but not limited to:

- Higher Education Student Association
- Morgridge Alumni Engagement
- Morgridge Budget and Planning Office
- Morgridge Office of Marketing
- Morgridge Office of Admissions

HigherEd gives a special thanks to graduate assistants Alejandra Martinez-Faiffer and Lexi Sliva for their work on the publication.

*Published January, 2019.*

*Designed and edited by Kara Duggan, academic service associate.*

# A letter from our department chair

## **Greetings,**

I am excited to share the Morgridge College of Education (MCE), Higher Education Department's (HigherEd) biennial Engaged report. This report highlights the achievements of our students, faculty, staff, and alumni from the last two years. We've continued with a steadfast commitment to equity and social justice, the public purposes of education, and ultimately, educational transformation.

We've engaged in timely and equity-focused educational efforts including: a town hall co-sponsored with our Higher Education Student Association (HESA) focusing on student mental health; an alumni event addressing Title IX rights and responsibilities; and a policy panel with state policy leaders examining performance-based funding. Our Leadership Speakers Series welcomed Dr. Michelle Fine (2017) and Dr. Patricia McDonough (2018). In May, 2018, we hosted over 150 participants including faculty, staff, members of intermediary organizations, policy experts, and advocates for the first ever Public Policy Forum.

Faculty, staff, and students collectively engaged in a process of remembering and honoring the history and land upon which HigherEd events at the University of Denver take place. Our department now begins all events with an acknowledgment of the land and recognition of the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma.

Over the last two years, we welcomed new faculty members and wished another well as he retired from the academy. Dr. Michele Tyson joined our department as a clinical assistant professor in the fall of 2017, bringing expertise in adult education as well as in access and success for post-traditional students. Also in the fall of 2017, Dr. Mark Engberg began as the associate dean of MCE. He brings expertise in the educational benefits of diversity in postsecondary settings. This year, we are lucky to work with Dr. Sarah Hurtado, visiting professor of the practice. Dr. Hurtado joined our faculty in the fall of 2018 and brings expertise in the area of sexual violence and the role faculty play in addressing the issue. Finally, Dr. William (Bill) Cross earned the title of professor emeritus. He officially retired from the academy in the spring of 2018, but maintains an active presence in the college and continues to share his brilliance in the area of identity development, particularly the multiple ways racial identity is enacted in everyday life.

The growth in faculty reflects the growth in students in our department. In 2018, we had a total of 134 students across our MA, EdD, and PhD programs, a significant increase from 99 students in 2016. Part of this growth includes a new partnership with Colorado Mountain College (CMC), which has provided an opportunity for a group of nine students to pursue an EdD. We are excited to welcome a new CMC group in the fall of 2019.

On behalf of HigherEd, we extend our gratitude to you – our students, campus and community partners, and alumni – for collaborating on these efforts, pushing us to grow, and sharing in our pursuit to transform educational opportunities.

## **With respect,**

Judy Marquez Kiyama, PhD

Department Chair

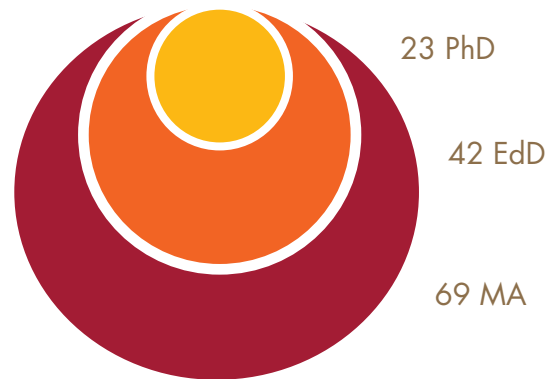
Morgridge College of Education, University of Denver



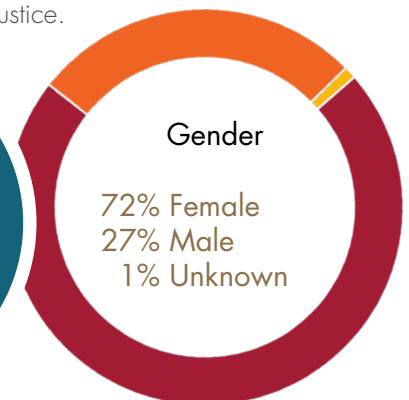
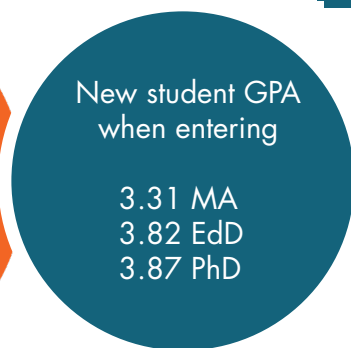
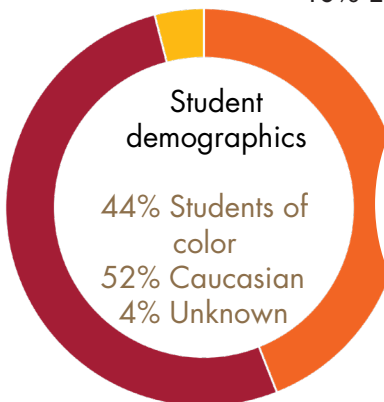
Dr. Judy Marquez Kiyama.

# Who we are

134 Students enrolled



60% Enrolled full time  
40% Enrolled part time



Data from Fall 2018 enrollment

## HigherEd's department mission

The Higher Education Department's mission is threefold

- 1 Conduct equity-based research about persistent and/or timely problems facing postsecondary education.
- 2 Prepare social justice professionals for careers in post-secondary education related to administration, policy, teaching, and research as well as careers in public and private agencies of higher education, for-profit and not-for-profit settings, and in a diverse and changing world.
- 3 Provide meaningful service to the University of Denver and broader Colorado community in matters pertaining to postsecondary education, especially related to equity, diversity, and social justice.

## Students' Undergraduate Institutions

Arizona State University  
Ashford University  
Butler University  
California State University - Fullerton  
California State University - Monterey Bay  
California University of Pennsylvania  
Colorado State University  
Cornell College  
Elon University  
Florida State University  
George Washington University  
Harvard University  
Lourdes College  
Metropolitan State University - Denver  
Miami University - Oxford

Minnesota State University - Mankato  
Missouri State University  
Oregon State University  
Regis University  
Seattle Pacific University  
Southern Methodist University  
Texas Christian University  
The Ohio State University  
University of Colorado - Boulder  
University of Colorado - Denver  
University of Dayton  
University of Denver  
University of Houston - Downtown  
University of Iowa  
University of Massachusetts - Amherst

University of Miami  
University of Minnesota - Twin Cities  
University of New Haven  
University of North Carolina - Chapel Hill  
University of North Carolina - Charlotte  
University of North Texas  
University of Northern Colorado  
University of Oklahoma  
University of Puget Sound  
University of Tennessee - Knoxville  
University of Utah  
University of Vermont  
Wagner College  
West Texas A&M University  
Western Washington University



# Remembering DU's past

## University of Denver's land acknowledgment

It is the policy of the Higher Education Department at the University of Denver to begin all events, courses, and departmental reports with an acknowledgment of the lands on which our events take place.

Throughout time, over 100 different tribal nations have a history of stewarding the lands now defined as the State of Colorado. It is important to recognize that the University of Denver continues to reside on lands that are held in stewardship by various Indigenous communities.

*Today, Denver is home to many different citizens of Indigenous nations and we recognize the enduring presence of Indigenous peoples on this land.*

We also acknowledge that the University of Denver's history is connected with the forcible displacement and massacre of Native peoples. "One hundred and fifty years ago, on Nov. 29, 1864, (the same year the University of Denver was founded), at an area known as Sand Creek, near the present-day town of Eads, Colorado, a group of U.S. militia attacked and killed an estimated 160 women, children and elderly members of the Cheyenne and Arapaho tribes.

"The massacre occurred when John Evans, founder of the University of Denver and of Northwestern University in Illinois, was serving both as governor of the Colorado Territory and as territorial superintendent of Indian affairs. A DU report prepared in 2014 concludes that John Evans was culpable for the Sand Creek Massacre." (Excerpt taken from John Evans Report website.)

To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the John Evan's report.

With that knowledge in mind, it is with much gratitude that we recognize the descendant communities of the



Photo provided by Vicki Eagle.

Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma. The Treaty of Fort Laramie (1851 and 1861) and Cession 426 within the treaties of Confederate Tribes of Arapaho and Cheyenne removed these Indigenous nations from this land.

We also acknowledge the Southern Ute Tribe and the Ute Mountain Tribe, which are the only two federally recognized tribes within Colorado. It is through the sacrifices of these tribes and communities that we are able to engage in learning and collaboration to further the study of higher education.

Today, Denver is home to many different citizens of Indigenous nations and we recognize the enduring presence of Indigenous peoples on this land.



Learn more about the John Evan's report:  
[portfolio.du.edu/evcomm/page/52699](https://portfolio.du.edu/evcomm/page/52699)

# Engaging with thinkers and change agents

## HigherEd Leadership Speaker Series

In 2014, the Higher Education Department started a Leadership Speaker Series of visiting scholars. The series aims to promote academic discourse about problems facing higher education and provide opportunities for HigherEd to engage with thinkers and change agents about these problems.

Through this series, Gary Rhoades, Jonathan Butler, Michelle Fine and Patricia McDonough have been hosted by the department in partnership with cross-campus offices.

During their visits, the scholars have spent time with students working on dissertations and class projects, faculty members, and administrative leaders on campus.



Dr. Patricia McDonough chats with Javon Brame, alumnus of the MA program, while visiting MCE on January 29, 2018. HigherEd invited Dr. McDonough to DU's campus to be the 2018 HigherEd Leadership Speaker Series speaker.

### 2018 PATRICIA M. MCDONOUGH

**20 years of college choice research:** Where we've been, where we are, and where we need to go



### 2017 MICHELLE FINE

**Speaking words of wisdom, let them peel:**  
Metabolizing oppression into radical humor and activism



### 2016 JONATHAN L. BUTLER

**Race, Identity, and Freedom:**  
A Conversation with Jonathan L. Butler



### 2015 GARY RHOADES

**Beyond fatalism in an individualized professoriate to renegotiating the new academy, collectively**



## 2019 HigherEd Leadership Speaker Series

*Dr. Leslie D. Gonzales*



Associate Professor, Department of Educational Administration, Michigan State University

**Wednesday, February 27**  
**4:00 - 6:00pm**

Katherine A. Ruffatto Hall Commons  
1999 E Evans Ave, Denver, CO

# Elevating equity and advancing public policy

## 2018 Public Policy Forum Higher Education in the Era of the States

Through engaging leading researchers, policy makers, students, nonprofit leaders, and administrators, the Morgridge College of Education and the Higher Education Department experienced important successes and milestones with the 2018 Public Policy Forum. The forum held 11 concurrent sessions with 19 presentations under the forum's four sub-themes:

- ★ Public Policy and Finance in the Era of the States
- ★ The Role of Intermediary Public Policy Organizations (IPPOs) in Education
- ★ Bi-Partisan Leadership for Equity-Focused Policy
- ★ Equity-Focused Linkages Between K-12 and Higher Education Public Policy

Speakers included **Ted Mitchell**, President of the




Dr. Stella Flores presenting at HigherEd's 2018 Public Policy Forum, May 10-11, 2018.

American Council of Education and former Undersecretary of Education for the Obama Administration; **Stella Flores**, Associate Dean for Faculty Development and Diversity, Associate Professor of Higher Education, Director of Access and Equity, Steinhardt Institute for Higher Education Policy; **Connor Long**, an award winning advocate; and **Cheryl Crazy Bull**, President of the American Indian College Fund.

*"I got to have several conversations with people I otherwise never would have met. It's a great way for people in different circles to come together." ~ Dr. Kevin McClure*

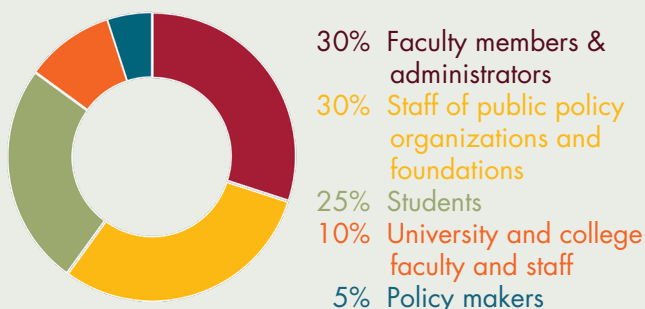
Attendees remarked that the forum was the only event they were aware of that convened all three stakeholder groups in education policy: campus and school representatives, policy-makers, and intermediary public policy organization staff. Kevin McClure, professor at the University of North Carolina wrote, "I got to have several conversations with people I otherwise never would have met. It's a great way for people in different circles to come together." in an email to Dr. Cecilia Orphan after the forum.

HigherEd looks forward to seeing the ripple effects in the coming years from the forum, particularly during this critical time in the nation's history.

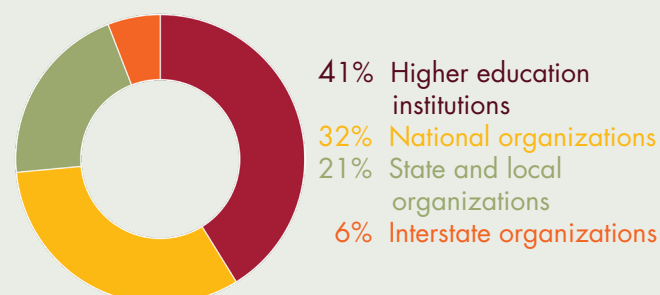
 learn more at [morgridge.du.edu/public-policy-forum/](http://morgridge.du.edu/public-policy-forum/)

### By the numbers

175 Registrants



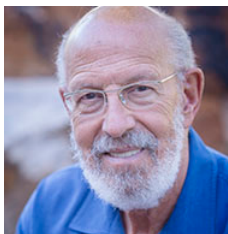
34 Organizations represented





# Meet the HigherEd faculty

**William E. Cross, PhD**  
Professor Emeritus, Higher  
Education & Counseling Psychology



Dr. Cross' recent publications interrogate the structure of the self-concept; the range of identity profiles found among African American adults; cultural epiphanies; the identity implications of cultural mis-education and false consciousness; and the multiple ways racial identity is enacted in everyday life. His new book entitled "Meaning-Making, Internalized Racism, and African American Identity" was released October, 2016.

**Mark Engberg, PhD**  
Professor & Associate Dean



Dr. Engberg's research agenda is rooted in his strong belief in social justice and ongoing desire to investigate and dismantle the structural forces that continue to reproduce inequality in the American system of postsecondary education. He has investigated the educational benefits of diversity in response to both the Grutter and Fisher affirmative action cases. Additionally, he has examined individual and organizational factors that facilitate postsecondary enrollment, including the roles of high school counselors, parents, teachers, and peers in the college choice process.

**Ryan Evelyn Gildersleeve, PhD**  
Professor, on sabbatical 2018 - 2019



Dr. Gildersleeve's practical experience ranges across P-20 education, primarily in out-of-classroom learning contexts with non-dominant youth. His research agenda investigates the social and political contexts of educational opportunity for historically marginalized communities, focusing on college access and success for Latino/a (im)migrant families. He was a 2012 National Academy of Education/Spencer Foundation Postdoctoral Fellow.

**Sarah Hurtado, PhD**  
Visiting Professor of the Practice



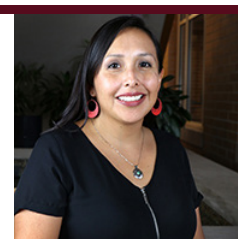
Dr. Hurtado's primary research agenda focuses on sexual violence and how faculty can be leveraged to address this issue on campus. She is also part of a research team working with National Survey of Student Engagement and Association of College and University Housing Officers - International (ACUHO-I) to better understand the relationship between where a student lives, their engagement, and their persistence.

**Judy Marquez Kiyama, PhD**  
Associate Professor &  
Department Chair



Dr. Kiyama examines the structures that shape educational opportunities for under-served groups through an asset-based lens to better understand the collective knowledge and resources drawn upon to confront, negotiate, and (re) shape such structures. Her research is organized in three interconnected areas: the role of parents and families, equity and power in educational research, and under-served groups as collective networks of change.

**Chris A. Nelson, PhD**  
(Diné and Laguna Pueblo)  
Assistant Professor



Dr. Nelson's research strives to challenge the status quo of higher education for Native students and their communities. Her primary research interest focuses on finance in higher education, which ranges from student experiences to policy. Dr. Nelson also infuses Indigenous perspectives and methods to explore the long-term impacts of pre-college access programs. Her contributions challenge the socially accepted norm that college is an individual pursuit resulting in primarily individual benefits.



## Cecilia M. Orphan, PhD

### Assistant Professor

Dr. Orphan's scholarship centers on the efforts of neoliberal ideology and public policy on the democratic purposes of higher education, and the role of regional comprehensive universities (RCU) in facilitating educational opportunity and regional civic life. From 2006-2011, Dr. Orphan directed the American Democracy Project, a national civic engagement initiative involving 240 RCUs. In 2011, Dr. Orphan received the John Saltmarsh Award from the American Association of State Colleges and Universities.



## Frank A. Tuitt, EdD

### Professor & Senior Advisor to the Chancellor & Provost on Inclusive Excellence

Dr. Tuitt's research explores topics related to access and equity in higher education, teaching and learning in racially diverse college classrooms, and diversity and organizational transformation. His scholarship critically examines issues of race, inclusive excellence, and diversity in and outside the classroom from the purview of faculty and students.



## Laura E. Sponsler, PhD

### Clinical Assistant Professor

Dr. Sponsler integrates teaching, research, and service around the topics of civic learning and democratic engagement, along with teaching, learning, and assessment. Prior to her appointment at DU, Dr. Sponsler served as the founding director for NASPA's Lead Initiative, a project recognizing a network of nearly 100 postsecondary institutions for their commitment to civic learning and democratic engagement. She also has served as a campus practitioner for service-learning and student leadership.



## Michele Tyson, EdD

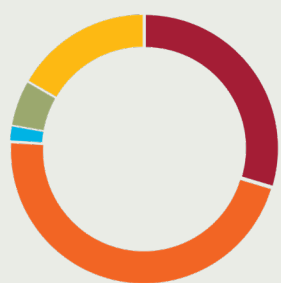
### Clinical Assistant Professor

Dr. Tyson has worked in the field of higher education for 20 years, with experience in student affairs, enrollment management, and student services. Her professional and research interests include: issues of access and persistence for post-traditional students, adult education, organizational changes, ethics in higher education, and development of new professionals. Most recently, she created and implemented the transition plan for students following the academic program closure at Colorado Women's College.



## 2016-2018 faculty publications

54 Total publications



89 Total presentations

During 2016-2018, HigherEd faculty published 25 journal articles in publications such as

- ★ Qualitative Inquiry
- ★ Journal of Education Policy
- ★ Journal of Higher Education Outreach and Engagement
- ★ Review of Higher Education
- ★ Journal of Education Policy
- ★ Journal of Hispanic Higher Education

# Highlighting HigherEd's alumni

## Raquel Wright-Mair, PhD

Raquel was a research assistant in the Office of Campus Life and Inclusion. She helped implement the Culturally Engaging Campus Environments (CECE) model throughout the divisions of campus life at DU.

Raquel also worked as a research associate for the National Institute of Transformation and Equity (NITE). She was awarded the 2017 COESA Research Impact Award and the NADOHE Outstanding Dissertation of the Year in 2018.

Now, Raquel is an assistant professor in Higher Education and Student Affairs Leadership at the University of Northern Colorado. Her research is grounded in social justice and focuses on issues of access, equity, and inclusion in higher education. She explores the experiences of students, faculty, and administrators of color on college campuses and examines ways in which institutions can create more supportive environments for these populations. Raquel has several publications in press, including a book on college students and their environments.



located in Denver, focuses on assisting low income parents gain skills and education needed to enter the workforce and create self-supporting families. Elizabeth oversees the daily operations of a team focused on preparing individuals for the workforce through classroom training, individual coaching, and networking with educational and employer partners. Elizabeth has twice presented at the National Career Development Association (NCDA).

Locally, she serves as an active Board Member of the Colorado Career Development Association (CCDA).

## Erin Whinnery, MA

Erin served as an Inclusive Excellence Fellow and was part of the Campus and Community Partnerships: Lead the planning committees for the 21st and 22nd Annual Women's Conferences. She participated in the ONE DU Signature Events series working group to coordinate themes, schedules, speakers, and funding.



Erin participated in a panel discussion with former Lt. Gov. Joe Garcia and former MSU President Dr. Stephen Jordan to discuss performance based funding in Colorado. Her presentation explored how evolving approaches to higher education funding in Colorado challenges the historical open access mission of the state's community colleges. Erin was part of the capstone pilot group that assisted Dr. Laura Sponsler in creating the ePortfolio project for the MA program. The year-long project culminated with a presentation and proposal to the higher education faculty. Additionally, she served as a research assistant for Dr. Cecilia Orphan.

## Elizabeth Robertson, MA

While at DU, Elizabeth focused on the student affairs administration track and served as an Inclusive Excellence Fellow in the International Student and Scholar Services office. In addition, she interned at the Community College of Denver, where she discovered her passion for career development.



Elizabeth currently serves as the manager of employment services at the Center for Work Education and Employment (CWEE). CWEE, an established nonprofit

HigherEd's emphasis on equity in education continues to influence Erin's work as a policy researcher. At Education Commission of the States, her work spans the K-20 spectrum. Erin's recent research projects have



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included national reviews of school safety laws, prior learning assessment policies, early learning literacy and family engagement requirements.

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### Justin TenEyck, MA

While at DU, Justin's work focused on college access barriers for first-generation students, low-income students, and students of color as well as pillars of success for these communities in their journeys to and through college graduation.



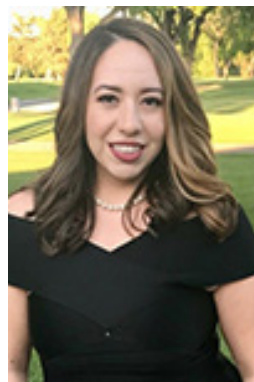
Justin worked at College Track Aurora, a college access and success program, as the student life coordinator and college completion manager. There, Justin took theory from the classroom and put it into practice. He focused on identity development for students of color as a source of power and inspiration; aided students in the cultivation of their dreams and passions through experiential learning opportunities; and leveraged intrinsic motivation as a means of college matriculation and persistence.

Also at DU, Justin worked as a graduate assistant in the MCE Office of Admissions and developed web content for the MCE site. He created the Inclusive Excellence resource page on the website. Justin was awarded the HED Leadership in Inclusive Excellence award for his praxis work.

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### Cindy Melendrez-Flores, MA

Cindy served as the student organization controller and program administrator for Student Activities while at DU. She also was a forward facilitator for the Center for Multicultural Excellence. Cindy was involved in several groups and committees around campus, including Graduate Student



Government and Latina/o Graduate Student Association. In HigherEd, Cindy focused on the leadership and organizational change track and her capstone focused on a policy analysis and salient issues affecting undocumented students.

Now, Cindy is the program coordinator for Domestic Recruitment, Outreach, and Orientation at Butte College, a community college in Northern California. She works closely with student services to meet the needs of students.

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### Sylk Sotto-Santiago, EdD

Sylk Sotto-Santiago is a recent graduate from the EdD program and currently serves as vice chair for Faculty Affairs and Diversity in the Department of Medicine at Indiana University School of Medicine. In this role, Sylk focuses on faculty recruitment, retention, promotion & tenure, professional development, as well as diversity-related initiatives within the clinical, research, and education missions.



Sylk's doctoral research focused on the experiences of Black and Latino faculty in medicine. She credits inclusive excellence as the foundation of her work. As an assistant professor, her teaching and research agenda continues to center on faculty development, medical education, diversity, equity, and inclusion.

Sylk has spent the majority of her career in academic medicine and was recently elected as president of the Association for Administrators of Internal Medicine, a board member of the Alliance for Academic Internal Medicine (AAIM), and is an active member of the Association of American Medical Colleges (AAMC).

Sylk was born and raised in Puerto Rico and called Colorado her home for 19 years. She and her husband, Dr. Ghirmay Alazar (ELPS '14) are raising three multicultural-feminist daughters.

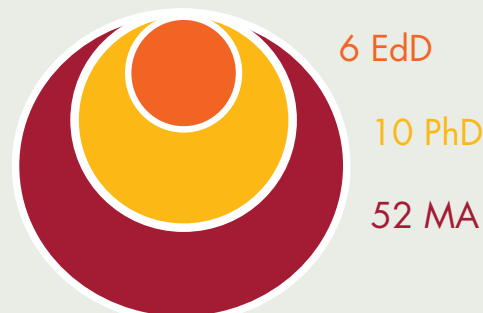
# Celebrating our fantastic students

## HigherEd student organization active in the community

In the past years, HigherEd's student association, HESA, has actively engaged both the department and the larger college. Highlights of their work include:

- ★ holding its first **town hall** to address issues of mental health on college and university campuses with professionals from around the university. The town hall facilitated conversation about mental health among students, faculty, and higher education professionals,
- ★ working to develop a hooding ceremony for Masters students in the department,
- ★ creating the tradition of a **welcome event** the first week of classes for new higher education students to meet other students in the program. The event represents a place the higher education community can come together outside of class and begin forming relationships, and
- ★ collaborating with MCE and HigherEd to ensure students' concerns and needs regarding social justice and equity are met.

Students who graduated,  
2016 -2018  
**68 Total**



Data reflects students who graduated from July 1, 2016 - June 30, 2018

## HigherEd welcomes inaugural class from Colorado Mountain College

In the fall of 2016, we welcomed our inaugural group of EdD students from Colorado Mountain College (CMC).

The partnership provides an opportunity for educators across all ten CMC campuses to pursue a graduate degree and illustrates the importance of creating accessible educational opportunities through hybrid and online course delivery.

Nine EdD students have paved the way for future CMC groups and are on track to graduate in June of 2019.

We plan to welcome another CMC class in the Fall of 2019 and are excited to see this partnership grow!

### CMC Highlights

In Fall of 2018, Maureen Stepp was awarded HigherEd professional development funds to support her doctoral research project:

**"The Role of Higher Education in Rural Economic Development,"** a program evaluation of the Colorado Rural Jump Start Program.

Also in the fall of 2018, Elizabeth Poulos presented her paper:

**"A Higher Education Becoming: Journey of a Student-Veteran Being"** at the Philosophy of Higher Education Conference (PHEC) at Middlesex University in London.



Members of the inaugural CMC group



# Applying class concepts and theories to practice

HigherEd incorporates community-engaged components throughout the curriculum

The first course in a required sequence for masters students, **Introduction to Higher Education**, tasks students to apply concepts covered throughout the quarter and create a new institution of higher education.

Ernest Boyer proposed his idea of a “New American College,” arguing the university should apply its knowledge and skills to the direct and pressing needs of society. Boyer said, “I am convinced that the time has come for a new generation of creative colleges that color outside the line... institutions that define distinctive missions based on a vision other than the two traditional symbols of excellence in higher education, the research university and the liberal arts college.”

In the fall 2018 quarter, students worked in groups to create their “New American College”. Students created:

- ★ several institutions with mission-centered work to advance first-generation and low income students,
- ★ a traveling institution with locations throughout the world designed to serve a culturally diverse world,
- ★ a Pay It Forward University with the goal of community connection, and
- ★ an institution dedicated to dismantling systems of oppression within higher education.

The hands-on application of topics such as inclusive excellence, student engagement, financing of higher education, organization and governance within higher education, and public policy as it relates to higher education as a system allow the students to make sense of their own college experience while planning for their current and future roles as educational leaders. “It is so much more fun to create a new institution than to try and fix the ones we already have!”, expressed one of the students after completing the project.

Boyer, E.L. (1994). *Creating the New American College*. Chronicle of Higher Education. Washington, D.C.



HigherEd students' 2018 poster presentation.

Two other courses that exemplify service-learning praxis are **Issues of College Access and Opportunity** and **Retention, Persistence, and Student Success in Postsecondary Settings**.

For 20 weeks, HigherEd students are placed at local community sites to engage with students and community members on issues of college access and persistence. At the conclusion of each course, HigherEd students present their community project to the MCE students and faculty, along with Denver community partners.

In the spring of 2018, 13 students enrolled in the service-learning section of **the Retention, Persistence, and Student Success in Postsecondary Settings** course. On average, students devoted 12 to 15 hours of service to their community site. Examples of final projects include:

- ★ a television and media analysis of the portrayal of college-going experiences that informed a workshop with high school students to discuss the misconception and realities of college life,
- ★ 31 different road maps for universities that partner with the Denver Scholarship Foundation (DSF) to lessen “summer melt” for first-generation students, and
- ★ first-generation resource folder for DSF students attending certain Denver colleges and universities. Each folder was university-specific and offered resources focused on academic, personal, and community wellness.

# HigherED grads at work

## Employers share experiences hiring HigherEd alumni

### Inge Wefes, University of Colorado - Denver

Ph.D. Associate Dean, Graduate School Director BESST & Director, Biomedical Sciences and Biotechnology Program

*We are lucky to have her on board.*

Stephanie joined our team in January, 2017, and has quickly developed into a very valued colleague. She is very much respected and appreciated by students and faculty members, and is frequently approached as a valuable resource for information and guidance.

Stephanie is well organized and works well independently, but has the wisdom to request the input of others. She has the strength never to forget that she is serving other human beings rather than an administrative apparatus, and her interest and willingness to reflect on issues makes her a valued contributor to all discussions about education policies and beyond.



### Brian T. Prescott, National Center for Higher Education Management Systems

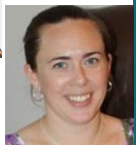
Ph.D. Associate Vice President

Unfortunately for CHEMS, Marianne recently moved on to a new opportunity, but prior to her departure she led or supported projects related to state authorization, accreditation, and Title III evaluation. She also conducted surveys, focus groups, interviews, and other qualitative research.

Rachel remains an essential contributor to projects in many states on topics ranging from affordability to workforce demand and supply. Her ability to build effective data visualizations helps distill a vast amount of data into key pieces of information that inform state and institutional policy leaders.



**MARIANNE BOEKE**  
Senior Associate



**RACHEL CHRISTESON**  
Research Associate

*Marianne and Rachel have been integral members of the team.*

## HigherED employers of classes 2015, 2016, and 2017

Air Methods  
Aurora Public School District  
Boston College  
California Polytechnic State University  
Center for Work Education and Employment  
College Trek  
Colorado Early College Douglas County  
Colorado State University  
Community College of Aurora  
Denver School Foundation  
ECS Team  
Education Commission of the States  
Florida International University  
Front Range Community College  
Grand Valley State University  
Indiana University  
Inspire Colorado  
Learning Effectiveness Program  
Legacy Health  
LEP  
Maryland Institute College of Art  
Maryland Multicultural Youth Centers  
Miami University  
Missouri University of Science and Technology  
NASPA - Student Affairs Administrators in Higher Ed  
Northern Arizona University  
Notre Dame BG Namur  
Ohio State University  
Reed College  
Texas A&M University  
Towson University  
University of California Berkeley  
University of California Davis  
University of Colorado - Boulder  
University of Colorado - Denver  
University of Denver  
University of Northern Colorado  
University of Oregon  
Ursinus College  
Virginia Polytechnic Institute and State University  
Western Interstate Commission for Higher Ed  
Westminster College



# Going beyond the HigherEd classroom

## Representation in the higher education community

HigherEd is well represented across the nation during conference season. On average, HigherEd students attend a range of one to four conferences per year.

**"Normalizing Nativism under the Trump era: How college and universities reinforce white supremacist practices"** (by Darsella Vigil, Shannon Lopez.)

Office of Title IX, Housing and Residential Education, Health and Counseling Center and Student Outreach and Support.

## Association for the Study of Higher Education (ASHE)

At the 2018 ASHE conference, five HigherEd faculty, 12 students, and 5 HigherEd alumni presented in paper sessions, round-table sessions, interactive symposiums and more. Sessions included:

**Interactive Session**  
**Lies White supremacy taught us: Neoliberal (il)logics in Higher Education** (Organizer: Dr. Sarah Hurtado)

**Interrogating transnational anti-blackness in Higher Education** (Chair: Dr. Frank Tuitt)

**Paper Presentation**  
**"We've got to speak up': A Collective testimonio of Latina/o parent and family education engagement"** (by Shannon Lynn Lopez, Dr. Judy Marquez Kiyama)

**"What must go up must go down: Volatility in Higher Education appropriations and the presence of state finance policies"** (by Amy Li, Sophia Laderman, Dustin Weeden, David Tandberg)



Left to right: Dr. Judy Marquez Kiyama and Shannon Lopez, PhD candidate; Darsella Vigil; Lauren Contreras, PhD student; Mersert Hailie, 2018 PhD grad; and Delma Ramos, 2018 PhD grad at the 2018 Association for the Study of Higher Education (ASHE) in Tampa, Florida.

## Engaging our Alumni

As a result of such active participation at conferences from students and faculty members, we have partnered with Alumni Relations from Morgridge College of Education to host a reception at one of the highly attended conferences, the National Association for Student Affairs Administrators (NASPA). This served as a way to further engage our alumni and students by hosting a space to connect and network.

Our collaboration with Alumni Relations has also fostered on-campus events to engage the HigherEd community in discussions involving contemporary issues in higher education. In the fall, a Title IX panel was facilitated with cross-campus departments such as the

## 2015 - 2018 Student Publications

In 2017-2018, HigherEd students published to 21 articles and publications. Seven student publications have been accepted and are in press.

Of these 27 articles, ten were published with a current HigherEd faculty member, and 21 of the publications have a student as the first-author. Some of the HigherEd student publications are:

**Hailu, M., Collins, L., & Stanton, A.** (Accepted). Inclusion and safe spaces for dialogue: Analysis of international Muslim students in the United States. *Journal of Comparative and International Higher Education*.

**Ramos, D., Kiyama, J.M., & Harper, C.** (2017). Controlling Images: Institutional stereotypes of engagement of low-income families, first-generation families, and families of color. *The Journal Committed to Social Change on Race and Ethnicity*, 3(1), 126-158.

**Sarubbi, M., & Pingel, S.** (2018). How Students Use Federal, State, and Institutional Aid to Pay for College: An Introductory Primer for State Policymakers. *Education Commission of the States*.

**Museus, S. D., Yi, V., Saelua, N.** (2017). How culturally engaging campus environments influence sense of belonging in college: An examination of differences between white students and students of color. *Journal of Diversity in Higher Education*, DOI: 10.1037/dhe0000069.

# HigherEd thanks its campus and community partners

## Students work in the wider community

From 2016 - 2018, HigherEd funded a total of

68 fellowships and

4 assistantships

