

2018 Teach-In Schedule

NOVEMBER 7 - GRAND RAPIDS PEW CAMPUS - DEVOS (DEV) CENTER

1:00 - 2:15 p.m. 107C DEV - University Club

Code switching with focus on the African American student population at Predominately White Institutions and how code switching affects the livelihood and professionalism of such students?]

Juanita Davis (staff) with Vanesha Blackburn, Britney Underwood & Terrell Dorsey (students)

The purpose of this presentation is to identify what code-switching is and the effect that it has on African American (AA) students and to engage in an open discussion to talk about code-switching experiences as well as methods students have taken to disengage from code-switching. *Roundtable and engaging pedagogies.*

1:00 - 2:15 p.m. 107D DEV – Case Room

Unconscious Bias is Not Fake News

Alisha Davis (faculty) & Claudia Leiras (faculty) with Bria Spraggins (student)

This workshop will introduce the attendee to the concept of unconscious bias the social stereotypes about certain groups of people that individuals form outside of their own conscious awareness. These unconscious biases are activated involuntarily without the individuals' awareness or voluntary control and due to their pervasive nature they infiltrate our everyday lives and are capable of affecting our behavior towards others. However, these unconscious biases are malleable and can, therefore, be unlearned or at the very least recognized by the individual. Through a multi-level approach, we will explore how unconscious bias is present in our daily lives and brainstorm strategies for addressing unconscious bias. *Workshop.*

2:30 - 3:45 p.m. 107C DEV - University Club

How WASP Communities Are Being Indoctrinated in Rural America: Our Personal Odyssey

Dennis Malaret (faculty) with Jayce Masters (student)

This presentation aims to address how White, Anglo-Saxon, and Protestant (WASP) communities in rural areas in the United States are being indoctrinated to a set of beliefs and actions which often evokes the promotion of social inequality. *Engaged pedagogies.*

2:30 - 3:45 p.m. 107D DEV – Case Room

Educating beyond borders Experiencing diversity through international contexts

Kate Law (student) with Sarah Tibbe (student)

This past summer two graduate students in the College Student Affairs Leadership program set out to fulfill curriculum requirements in two different countries: England and Ghana. Both perspectives will be introduced in the context of living and working in a diverse city/country, where it was important to address and understand the power and privilege these graduate students held. As white students representing a predominantly white institution, they explore self-authorship and other identity development models as a means to traveling and working intentionally in an international context. In addition, the students will explore their role in helping other faculty, staff, and graduate students explore and understand the way power affects the space you inhabit. Especially in the

context of serving minoritized groups through international offices or experiences. *Presentation.*

4:00 - 5:15 p.m. 107C DEV – University Club
Inclusion and Access for Adult Students at GVSU

Danielle Lake (faculty) with Anthony Hanline, Kate VanDerKolk, Tracey Lacy & Tova Jones (students)

This session is intended to open space to talk about inclusion and access for adult students at Grand Valley State University. Often called non-traditional students, adult students are now the new majority across the United States, yet many university structures are not designed to support this population of students. This session will 1) present national, regional, and campus-specific information about access and inclusion for adult students, 2) share narratives from adult students at GVSU, and 3) engage participants in dialogue about the barriers to inclusion and the resources needed for moving forward. Session findings will be summarized and shared with GVSU administrators in order to generate the potential for more inclusive practices. *Presentation with dialogue and workshopping.*

4:00 p.m. – 5:15 p.m. 309 E DeVos Center
Urban School Survival Skills for New Teachers

Nagnon Diarrassouba (faculty) with Lorrie Bufford-Atkinson (student)

This workshop is aimed at beginning teachers entering employment in urban schools. The facilitator is a teacher with twenty years of experience in urban educational settings in Detroit, Michigan and will share important information regarding overcoming cultural barriers. Strategies for establishing connections with students by understanding how backgrounds differ racially, financially, culturally, and linguistically will be discussed. Research demonstrates that often these differences are so daunting to new teachers, that academic expectations are often lowered when educators feel that student circumstances cannot be overcome. The presenter combines research with strategies that target community building, limited resources, and limited technology. High academic expectations for students will be discussed as well as selecting appropriate academic strategies to promote student success. *Workshop.*

4:00 – 5:15 p.m. 122E DEV – Loosemore Auditorium
Crossing the Line

Takeelia Garrett (staff) with Austin Avison (student)

This session will challenge you to face the decision of whether or not you will "cross the line." You will share parts of who you are (within your comfort zone) and you may learn some new information about those around you and maybe even yourself. *Workshop.*

6:00 - 7:15 p.m. 107C DEV – University Club
Representation Matters: A look at teachers of color in the classroom

Aliya Armstrong (staff) with Vanessa Ramirez-Prado (staff) and Antwenet Melton, Rocio Velasquez, & Kelli Nemetz (students)

Close to half the kids in America's public schools are students of color. But the overwhelming majority of teachers are white. This presentation will explore the decrease in enrollment of students of color in educator preparation programs in Michigan and the nation. As the rate of enrollment for students in an Education Preparation Program has significantly dropped over the past couple of years. (National Trend) Enrollment of students of color has been greatly impacted. What kind of impact will this make on schools with high demographics of k-12 students of color? TRIO Teacher Preparation

Student Support Services program and students will address these issues and projected impact. *Workshop.*

6:00 p.m. – 7:15 p.m. 303C DeVos Center

Inequity in Social Systems and their Effect on Immigrants

Nagnon Diarrassouba (faculty) with Alexandra Dunn (student)

The social, linguistic, economic, and cultural capitals are strong forces or factors that operate in educational settings which either foster or hamper learning in educational settings, which, in turn, transitions into the larger society and local communities. Recent immigrants, school age children, and adults experience challenges living, working, and studying in the United States. A number of factors may hinder or facilitate the integration of recent immigrants in the US. These factors include language, culture, social norms, and economic standing. It may seem easier for young immigrants to integrate because of their age and the possibility of attending school, where teachers usually care for their learning, and to some extent their social needs, yet there are still challenges that are to be overcome. Adults functioning in a society encounter similar problems, but the degree of socialization and of integration is often compounded with seemingly insurmountable obstacles derived from their cultural confusion, language differences, inability to feel socially empowered, and the economically vulnerability they face. Because of the fact that recent immigrants are vulnerable, they appear to be underprivileged. How do adults and young immigrant overcome these challenges to become successful either socially or academically? What mechanisms do they use to be part of their communities? These are some of the questions that will be responded to in this session. *Engaged pedagogy.*

6:00 – 7:15 p.m. 122E DEV – Loosemore Auditorium

Strawberry margaritas, pole dancing and fauxhawks: How much of your gender expression is your choice?

Karen Pezzetti (faculty) with Stephanie Voelck, Brooke Fugate, & Sarah McLellan (students)

Several past teach-in sessions have focused on the ways that society's norms for gender and sexuality can negatively influence people in LGBTQ community. We'd like to extend this conversation even further: how do society's norms about gender and sexuality also shape the lives of people who do not identify as LGBTQ? In this workshop, participants will explore the ways that gender may restrict and/or liberate all of us here in our day-to-day lives at Grand Valley. Through introspection and interaction, we will explore the gender binary, where we identify within it, and how we express ourselves within it. Our goal is to examine ourselves and brainstorm possibilities for dismantling those pieces of the gender binary that no longer serve us. *Interactive workshop.*

7:30 - 8:45 p.m. 107C DEV – University Club

The Impact of Federal Policies on the Perceptions of Sexual Violence on College Campuses

Emily Nichols (faculty) with Mariekie Barone (student)

College campuses face national scrutiny for their response to sexual violence. The federal government has made numerous attempts to develop appropriate guidelines for sexual violence procedures and policies, but college campuses around the country still struggle to adapt to these federal recommendations. Campuses are charged to improve on-campus investigation and adjudication procedures under compliance with Title IX, and develop prevention and intervention sexual violence services. However, media attention focused on potential changes to these services may alter how students view sexual violence events. In addition to presenting effects of experience sexual violence on college campuses and how sexual violence policies have shaped over time, this

workshop invites participants to discuss how changes to federal policy addressing sexual violence on college campuses and media attention to these policies impact how students' beliefs and attitudes around sexual violence. This session intends to explore how students' perceptions are shaped by the discussion of federal policies, and how college campuses can move forward to develop effective services for sexual violence victims. *Workshop with discussion.*

7:30 – 8:45 p.m. 122E DEV – Loosemore Auditorium

Using Interfaith to think about Christian Privilege

Kevin McIntosh (Staff) with Sydney Watson (student) & Kyle Kooyers (staff)

In 2017, we saw Neo-Nazis in Virginia, Islamophobia through the Muslim Bans, and other forms of religious discrimination at both a macro and micro level. This workshop will examine the history of interfaith in America exploring how we have become a religious diverse community. Using the work of Eboo Patel, Diana Eck and other interfaith leaders we will show how better knowledge of different religions leads to better relationships and understanding of different traditions. We will then connect how a practice rooted in interfaith can help push back against both white privilege and other forms of oppression, while at the same time connecting white privilege to Christian privilege. Finally, we will workshop case studies, allowing participants to put their new interfaith leadership skills to work. At the end of this session participants should be able to: 1) understand the history of interfaith 2) understand how Christian privilege can systemically oppress people of other faiths and 3) how they can use their spheres of influence to create positive change. *Workshop / Presentation.*

NOVEMBER 8 - ALLENDALE CAMPUS - KIRKHOF CENTER (KC)

8:30 - 9:45 a.m. 1142 KC

The "Privilege" of Physical Ability at GVSU

Chuck Pazdernik & Karen Gipson (faculty) with Anna Morgan, Kayci Marr, Holly Woodworth, Abigail Perlinski, & Amber Bennett (students)

As discussed by Peggy McIntosh in her "Invisible Knapsack" work, privilege is an unearned asset, comparable to an invisible and weightless knapsack full of all sorts of helpful tools for navigating the environment. These tools include things such as a compass and maps, food and provisions, credit cards and blank checks. Anyone without such tools can see the advantages that such an invisible knapsack of privilege offers, but the owner of the knapsack is unaware of carrying it. This session will discuss both obvious and subtle privileges of physical ability status at GVSU. Personal experiences from students and faculty with a variety of physical impairments (mobility, visual, auditory) will be shared. Q & A for the panelists will combine with interactive discussion of the privilege of physical ability both on and off campus, using lists modeled after the Invisible Knapsack work. *Panel with Q & A.*

8:30 – 9:45 a.m. 2215/16 KC

Removing Barriers for Students with Invisible Disabilities

Shontaye Witcher (staff) with Jason Osborne, Leijhi Koval & Etonia Todd (staff) and Ellie Brigger & Katelynn James (students)

Understanding what are invisible disabilities. Why are they parking in an accessible parking space? Why are they requesting accommodations? They seem normal to me. Disability does not discriminate and will be encountered across all social groups. People often judge others by what is perceived, and conclude what task or activity a person can or cannot perform. This judgement can be frustrating for those who may appear able, but are not. Invisible disability, or hidden disability, is an umbrella term that

captures a whole spectrum of unseen disabilities. An invisible disability is a physical, mental or neurological condition that limits a person's movements, senses, or activities that is invisible to the onlooker. This session seeks to encourage utilizing sensitivity when interacting with all individuals while eliminating barriers to create a more inclusive environment. *Discussion Panel.*

8:30 – 9:45 a.m. 2250 KC

Comrade King: Khulu Radebe's Journey From Freedom Fighter to King of the Embo Nation

Jeff Kelly Lowenstein (faculty) with Courtney Hartline & Nicholas Moran (students)

Khulu Radebe had already had a full life before learning at age 50 that he was a king. Born in Alexandra Township, he participated in the 1976 youth uprising and was imprisoned on Robben Island for six years with Nelson Mandela and other stalwarts of the freedom struggle. He went into exile in Angola, where he participated in the African National Congress' armed struggle fought against UNITA, and later traveled the world to boost the anti-apartheid cause as a drummer for Amandla Cultural Ensemble. Upon returning to South Africa following the ANC's unbanning, he helped start the MK Military Veterans Association and owned a small business in his home community. And after successfully going through a harrowing series of trials to be crowned, Radebe realized that he was not just king of the Embos in South Africa, but of the Embo Nation that stretches down the entire African continent. Our session will look at Radebe's remarkable life, the times in which he has lived, the contributions his story can make to South Africa at a critical point in the nation's history and the lessons we can draw here in the United States. *Roundtable.*

8:30 – 9:45 a.m. 2259 KC

Aging-The New Frontier: How Inter-generational Experiences Can Facilitate Opportunities

Jane Toot (faculty) with Andrea Holt (student)

The aged have problems, but they need not be a problem! Please join this discussion of aging from the perspective of both groups - the young and the old - to learn about what is not, and what can be in light of reality, resources and interventions. An inter-generational course which has been taught at GVSU in 2017 and 2018 provides a provocative and in-depth look at what we can offer each other in health care, economics, technology, politics and spirituality. Informative and fun! *Lecture / discussion.*

8:30 - 9:45 a.m. 2263 KC

When a Joke Isn't Funny (And Other Awkward Moments)

Lisa Perhamus (faculty) with Emmalene Carr, Morgan Dickens and Brittanie Railling (students)

This session will consider how humor is sometimes used in ways that perpetuates racism, sexism, homophobia, and ableism. How do we handle a situation in which someone tells a joke that we find offensive in this regard? Do we speak up or do we squirm uncomfortably while we wait for the moment to pass? In this situation, people often feel uneasy but do not know what to do or feel awkward about speaking up. Through discussion, we will explore how to handle racist, sexist, homophobic and ableist jokes. *Discussion & roundtable.*

8:30 - 9:45 a.m. 2266 KC

Post Midterm Election- What is your American Dream?

Melissa Baker Boosamra (faculty) with Anna Szalay (student)

Our goal with this Teach-In is to tie together the various efforts surrounding voter engagement at Grand Valley. We currently host weekly events about dialogue, our more formal Democracy 101 (DEM 101) series, and more casual Coffee and Conversation events. We are currently educating students on the Midterm Election ballot at DEM 101 and exploring the idea of 'What is your American Dream' at Coffee and Conversation. At this teach in we will open the floor for discussion on how the results of the Midterm influenced, or changed your idea of the American Dream. What was your dream before, and what is it now? We believe this will be a productive dialogue to hold after the election to continue imperative conversations about power, privilege, and identity. *Roundtable.*

10:00 – 11:15 a.m. 2215/16 KC

Code-Meshing: What's that? How's it done? and Why try it?

Lindsay Ellis (faculty) with Colleen Brice (faculty) and Patrick Johnson & Melanie Rabine (staff) and Grace Irwin & Richard Vegh (students)

Is your language welcome at GVSU? Is your academic learning welcome at home? Can code-meshing make it easier to talk to friends and family about what you're learning at school? In this session, we will define code-meshing and share the call by scholars of color for more opportunities to code-mesh. We will connect this to the university's mission to help students transform their lives and their communities, when many communities don't communicate in academic English. In this session, we want to get feedback from students, faculty and staff about our plan to launch a journal of students' non-fiction work called MESH. We will share a draft of the Call for Papers and ask students and professors to critique it.

Specifically, we want host a dialogue to hear what others think/feel in response to these questions:

- What are the costs and the benefits to situational code-switching: talking and writing one way to friends and family and a very different way to professors on campus?
- What are the costs and benefits to code-meshing: talking and writing in a way that integrates one's various identities, being both black and academic, Spanish and academic, religious and academic etc.
- Is MESH something that GVSU needs in order to honor and respect students' identities and to equip them to take their learning home? *Workshop.*

10:00 – 11:15 a.m. 2250 KC

Embracing Indigenous Values and Practices at GVSU

Matt Schultz (faculty) with Simone Jonaitis (faculty) and Tonisha Begay (student)

GVSU has a long history of engagement with Native peoples and communities, and a vibrant and active Native student body. This session will share ideas and recommendations being put forward by the GVSU Native American Advisory Council (NAAC) and the Native American Student Association (NASA) to more fully embrace indigenous values and practices at our university. The session leaders will engage faculty, students, and staff through interactive dialogue and exchange to explore how best to collaboratively advance proposed projects and initiatives like land acknowledgment, building a Native Studies Program, indigenizing curriculum and teaching, expanding support services for Native students, and other important efforts. This will be an opportunity for the community to contribute valuable input and help shape this fundamental dimension of our campus life, culture, and commitment to equity, inclusion, and social justice. *Presentation & roundtable.*

10:00 – 11:15 a.m. 2259 KC

Men and Masculinity in the age of #MeToo

Aaron Turner (staff) with Jack Woller (community member) and Devoren Wesley (student)

This session will delve into what it means to confront societal norms of masculinity in the age of the #metoo movement. How does our view of ourselves directly relate to our respect of women? Bred in an equity and inclusion lens, we will look at the impact of toxic and hyper masculinity as well. *Workshop and roundtable.*

10:00 – 11:15 a.m. 2263 KC

Parental Leave in the United States

Emily Frigo (faculty) with Andrijka Holton (student)

This Teach-In is meant to inform and provide an awareness to the social injustice Americans experience regarding parental leave in different situations. Topics that are covered include current parental leave standards and laws, health risks and benefits to parents and children, gaps in the system, and the unequal rights to non-traditional families, will be introduced in form of a relatable story. Informational quizzes will be conducted in the transitions of topics to gather a visual representation of the audiences' current awareness on specific information regarding the upcoming topic. The audience will also receive case cards in relation to the different situations covered in the session to discuss the struggles and flaws each case may experience. The audience will first talk amongst themselves in a closed environment, then later come back together as a whole to review all cases and reflect on what changes can be addressed to decrease the current unjust social situation. The session will conclude with any relevant current events that highlight this social injustice. *Informational discussion.*

10:00 – 11:15 a.m. 2266 KC

Inclusive Practices for Culturally and Linguistically Diverse Populations in the USA

Rosemarie Starook (student) with Denise Archer and Lindsay Cherry (students)

The content objective for this session will focus on participants identifying the different effects of discrimination and lack of inclusive experienced by culturally and linguistically diverse populations in a middle school classroom setting. In this session, participants will recognize and learn practical strategies to make a positive difference in our classrooms, schools and communities. *Workshop.*

10:00 – 11:15 a.m. 2270 KC

"Ew, That's Gross!" Myths, Stigmas, Taboos and Why Women's Health Conversations Are So Messy

Jennifer Palm (staff) with Samantha Minnis & Jenna Vainner (staff) and Sara Campbell & Adeshola Shittu (students)

This will be an interactive discussion about the difficulties that surround conversations about menstruation. The presentation will include historical context for hygiene products as well as an international look at menstruation practices and products. Myths and misinformation about items related to menstruation will be discussed. Taboos and stigmas will be confronted and addressed. Participants will have the opportunity to engage in discussion, share lived experiences, and overcome internal barriers to talking about periods and period products. A broad overview of women's health care in the changing political landscape will be provided along with an intersectional look at access to menstrual hygiene products (noting issues of power and privilege). *Workshop.*

11:30 a.m. – 12:45 p.m. 1142 KC

(Re)Model Minority

Connie Dang (staff) with Kathy Bui, Brooke Yang, and Anthony Tran (students)

The model minority stereotype portrays Asian Americans as a minority group that has achieved great economic, educational and professional success because they are intelligent, polite, hard-working, family-oriented and law-abiding citizens (Li & Beckett, 2006; Hune, 1998; Museus, 2014; Wu, 2002). However, due to the limited literature and media coverage on Asian American experiences, specifically addressing the diverse needs and experiences of different Asian ethnic communities, this has led society to falsely believe that this group encounters little racism, discrimination and oppression. In this workshop, we aim to address the harmful impact of the model minority myth and offer recommendations for dismantling this stereotype in order to depict a more accurate reality of Asian Americans. *Workshop.*

11:30 a.m. – 12:45 p.m. 2215/16 KC

Moving from Ally to Accomplice

Marlene Kowalski-Braun (staff) with Aaron Turner (staff) and Rachel Ibarra (student)

Being an ally means being willing to act with and for others in pursuit of ending oppression and creating equality. The term, however, is often used generously and without regard for the deep commitment to action that is required. This session will explore the history of the concept and talk about the importance of allies in current social justice work. We will also how complicate its use by introducing the term "accomplice" - motivating us to think critically about what is being asked of allies from underrepresented and marginalized communities. *Workshop with interaction, sharing, case studies.*

11:30 a.m. – 12:45 p.m. 2250 KC

Navigating Whiteness Through Intentional Dialogue

Jamillya Hardley (staff) with JaJuan Collins (staff) and Zach Jacobs (student)

With race being a topic that is often "difficult" to discuss within and across privileged groups, finding constructive ways to discuss privilege as it relates to race and intersecting identities is a must for developing students. Using tenets of intergroup dialogue, the facilitators will present topics of whiteness, white fragility, white guilt, and injustice. Participants will engage with the topics both within a lecture style introduction in order to gain vocabulary around the topic and through dialogue. Students will be able to exit the conversation with a better understanding of power, privilege, and oppression as it relates to whiteness and better understand skills related to constructive dialogue on a difficult topic. *Workshop, group dialogue.*

11:30 a.m. – 12:45 p.m. 2259 KC

Toward a More Reflective GVSU

Christine Rener (staff) with Karen Gipson and Heather Wallace (faculty) & Kathryn Connelly (student)

Are you able to be fully attentive to a conversation or classroom discussion? Are you able to notice when your attention has been pulled away and redirect it to the present? Are you satisfied with your responses (and the responses of others) during difficult dialogues? If you answered "no" to any/all of these questions, the Mindfulness Task Force is ready to provide some assistance. This session will address how mindful awareness and conscious communication practices can help us engage in conversations more fully and authentically. Building on contemplative practices and pedagogies shown to support individual and community well-being, cultivate empathy for ourselves and others, and promote deep learning, representatives from the GVSU Mindfulness Task Force will lead session participants in experiential practice of (a) non-judgmental awareness, (b) reflective listening, and (c) empowering feedback. The Mindfulness Task Force was formed in early 2018 with the intention of creating a campus-wide cultural shift toward mindfulness, resiliency, and kindness. One of the aims of the Task Force is

to create a supportive and mindful campus community to encourage self-care, resiliency, stress management, and offer support. We believe that mindfulness is a skill that can be learned and benefits from practice. This topic fits well with the theme of the Teach In because we believe that mindfulness is an integral component of the toolkit for navigating challenging conversations and engaging in authentic and compassionate dialogue about social justice topics. *Engaged pedagogies*.

11:30 a.m. – 12:45 p.m. 2263 KC

Privilege Across National Boundaries: US & Ghana

Amy Masko (faculty) with MacKenzie Currie, Katie Dickson, Davenport Shelinda, Angel Moore & Taylor Scherman (students)

This panel of 5 students and a professor will discuss their encounters with privilege in the United States and in Ghana, West Africa, which they experienced on a study abroad trip in summer 2018. Each panelist will highlight the intersectionality of privilege in Ghana and the US, juxtaposing experiences in both contexts, as they relate to race, gender, and nationality. The participants will compare their experiences of discrimination and privilege in the US and Ghana. These experiences will be discussed in a narrative format, contrasting episodes of privilege related to issues of race, nationality, gender, colorism, and exoticizing that they experienced during their study abroad trip to Ghana. Each group member will prepare some discussion questions for the audience based on their individual narrative. After small group discussions, the presentation will close with a focus on travel as a means to disrupt static notions of privilege. *Engaged pedagogies*.

11:30 a.m. – 12:45 p.m. 2266 KC

Communication Iceberg: Embracing Difficult Dialogues

Diane Kimoto Bonetti (faculty) with Julia Sturvist, Brielle Elmoore, Chavala Ymker, Samantha Johnson, & Holly Woodworth (students)

This session addresses the hard conversations we encounter in our daily lives. To confront these complicated exchanges and approach them positively, the session begins by asking individuals to explore their own communication processes. The facilitators will highlight the visible and invisible aspects of social interaction that are taken-for-granted and identify supportive approaches to combat the challenges people may face. Participants will leave the workshop with suggestions when approaching difficult dialogues. *Workshop roundtable*.

11:30 a.m. – 12:45 p.m. 2270 KC

Open Access: Knowledge for All

Brandon Youker (faculty) with Shelby Kiser (student)

In an increasingly globalized and digital society, unfettered access to information is an essential tool in the battle against social inequity. The goal for this presentation is to explain open access as it relates to social justice. The old adage is that knowledge is power yet traditional journals that charge often exorbitant amounts for access to their materials stand only as roadblocks to progress. Open access, open data, and open educational resources seek to level the playing field between those who can afford information and those who cannot. Accessibility to research on the edge of innovation can mean the difference between a cure in one year versus ten. Open Access to information means a more informed population that can make better decisions about their future and their health regardless of their socioeconomic status. Increased availability of journals means that researchers in developing countries can better address the issues facing their country and their people. Open Access must stop being

viewed as an academic or economic issue and start being addressed as a human rights issue. *Workshop.*

1:00 p.m. – 2:15 p.m. 1142 KC

Netflix and Chill: Consent S1 E2

Krystal Diel (staff) with El Boynton (student)

Netflix and Chill promotes awareness of the importance of consent, especially in sexual relationships. Television and movie clips are utilized to display how to ask for consent and what consent should and shouldn't look like within diverse relationships including LGBTQ+. Throughout the presentation, audience members will identify different levels of consent, as well as learning different ways to ask for consent. *Workshop.*

1:00 p.m. – 2:15 p.m. 2215/16 KC

A Seat at the Table: From an Urban Community to Allendale

V'Lecea Hunter (staff) with Shirley Keys (student)

Imagine being home at your dining room table. You are the head of that table and your seat sets the foundation and creates opportunity and access for everyone. What would your table look like? Who would join you? What would be discussed? With your table in mind, think about the time you arrived to Allendale. Ever searched for a local beauty supply store, Coney Island, Harold's Chicken or even multiple people that looked like you? Ever wondered how you could maintain your urban upbringing, adapt to the culture of Allendale AND earn a degree? Often students of color are forced to acclimate themselves to the realities of college, especially at Predominantly White Institutions in a rural area. Despite these challenges, success can be achieved. It is all about how your table is set. Again, what would your table look like? In this interactive session, you will be exposed to two successful table settings. Personal experiences will be shared of how a table could be successfully set and ways to conquer success. Participants will also engage in discussions on how their tables are set as well. *Interactive engagement.*

1:00 p.m. – 2:15 p.m. 2250 KC

I am terrified: What will it take to have a different kind of future?

Lisa Perhamus (faculty) with Danielle Horrell (student)

I am terrified at the moral apathy "the death of the heart" which is happening in my country. James Baldwin, spoke these words in a 1963 interview with Kenneth Clark about the intimately human consequences of living in a racist society, and the moral dilemma of living in a nation that does not fully recognize the humanity of people who are black. This session will center on a short clip from this interview with author and political commentator, James Baldwin, about this moral dilemma. Building from this clip, the session will foster discussion of its relevance to the moral dilemmas facing people in the U.S. today around issues of racism, white supremacy and what it takes to have hope for a different future. *Discussion, roundtable.*

1:00 p.m. – 2:15 p.m. 2259 KC

Living with Uncertainty: Discussing the DACA Student Population

Adriana Almanza (staff) with Gabriela Dittrich & Jose Zamora (students)

The American immigration policy, Deferred Action for Childhood Arrivals, also known as DACA, is a legal issue that affects thousands of college students nationwide. This presentation will start by discussing and deconstructing several misconceptions surrounding the undocumented/DACA student population. With the current political climate, this population typically faces unsettling circumstances not only on a college campus, but in the country as a whole. We will explore current practices in place to

support this student population on college campuses around the nation, as well as here at Grand Valley. *Presentation & discussion.*

1:00 p.m. – 2:15 p.m. 2263 KC

What it means to be 'local': Identity in the Multimodal Linguistic Landscape of Holland, Michigan

Kathryn Remlinger (faculty) with Alice Pozzobon, Tristan Kittle & Richard Vegh (students)

Our presentation will focus on the intersection of language use, language attitudes, identity, and tourism in public spaces to understand their effects on what it means to be 'local' and on shaping the identity of a city. More specifically, we will explain how people create meaning through and with language in the multimodal linguistic landscape of Holland, Michigan. We will discuss how language use in the public spaces that make up the city discursively reimagine Holland as a Dutch city. This reimagining affects particular ways of understanding larger sociocultural meanings about ethnicity, place, and their relationship to language use and language attitudes. *Slide presentation.*

1:00 p.m. – 2:15 p.m. 2266 KC

Marginalized Student Staff in an Office of Dominant Identities

Rebecca Thompson (staff) with Allison Slusarczyk (student)

Based on the GVSU 2015 Campus Climate Survey, 27% (averaged) of respondents that self-identified as members of marginalized populations (i.e., trans*, LGBQA, people with disabilities, and people of color) reported experiencing negative or hostile incidents verses 14% of the total population. In correlation, 133 students identified staff as being the source of “Offensive, Hostile or Intimidating Conduct.” As professional staff members in the Housing and Residence Life department we are distressed about the prevalence and perseverance of hostile offensives on our colleagues and students. In response we are critically examining our department’s contribution to and alleviation of negative and/or hostile experiences. We are an organization of professionals that hold dominant identities and employs a majority of marginalized students in the Central Housing Office. We intend to let the students speak for themselves about their experiences (Cook-Sather, 2002) “the restorative moments and the painful ones; what they would change and what they would keep the same “ through a panel of five student employees, moderated by staff that they trust. The goal is to create a space that allows their perspectives to educate the practices of our offices. *Panel discussion.*

1:00 p.m. – 2:15 p.m. 2270 KC

International Students in U.S. Higher Education Institutions

Minnie Tsai (staff) with Schae Maynard (student)

This presentation would be based on my masters thesis that I submitted to University of Pennsylvania's Graduate School of Education to obtain my M.S.Ed. My research is grounded upon McDermott’s (1997) “Three Theories of School Failure” (p. 124) that encompasses three approaches that have been used to analyze the experience of minority groups in the U.S. Education System. The workshop would begin with an international student explaining typical challenges faced by international students in U.S. Higher Education institutions, and also some findings from my research about it. I will then introduce each of the approaches, and how they can be related to research on international students. Secondly, I will share trends seen in current literature related to both the social life and academic experience of international students will be discussed as they relate to the “Three Theories of School Failure” (McDermott, 1997, p. 125). In the workshop, research on the Chinese international student experience in the social and academic context is discussed as they relate to the different approaches, as well as

the implications of taking each of the approaches. Lastly, a short discussion will be made regarding how future research and practices (Programming, policies, missions of student organizations) in U.S. Higher Education Institutions can be more oriented towards McDermott's political approach, making it a more welcoming and equitable environment for International Students. *Workshop.*

2:30 a.m. – 3:45 p.m. 1142 KC

Opiate Overdose Prevention Training

Katie Barnhart (faculty) with Brandon Hool (community member) and Greg Nelson & Courtney Zanni (students)

As a nation we have seen a rise in drug overdose deaths and more than three out of five overdose deaths involve an opioid (Hedegaard & Minino, 2016). For this Teach-In session, the Grand Rapids Red Project will collaborate with GVSU faculty and students to provide updated information on the opioid epidemic, as well as training for overdose prevention and response. The presentation will include information on Naloxone/Narcan, an opioid antagonist, and address social determinants of health among people who use opiates. *Workshop.*

2:30 p.m. – 3:45 p.m. 2215/16 KC

Adverse Childhood Experiences, Neurodevelopment and Resilience

Gwenden Dueker (faculty) with Kristen Miller and Ophelia Cheng (students)

The majority of US adults experience at least one Adverse Childhood Experience (ACE) before the age of 18. ACEs are childhood experiences like abuse or living in a home with an adult with a substance abuse issue and other negative childhood experience that we rarely talk about. ACEs affect the process of neurodevelopment during childhood and are associated with increased risk for negative health and social outcomes in adulthood. In this presentation we will introduce the concepts of ACEs, encourage audience members to identify their own ACE scores, and hopefully change the conversation from "what's wrong with folks?" to "what happened to folks?" We will present information about skills and systems that can support folks who have experienced ACEs and work with participants to identify GVSU specific barriers and supports for students, faculty and staff who have experienced ACEs in childhood. *Engaged pedagogy.*

2:30 p.m. – 3:45 p.m. 2250 KC

Black Journalists Matter

Jeff Kelly Lowenstein (faculty) with Shirley Keys (student)

Our session will focus on the misrepresentation of African-Americans in the mainstream media and the need for a vibrant black press and a larger presence of black journalists in mainstream newsrooms. The session will include historical information about black journalists and the representation of African-Americans, statistics about the current state of the industry and the subjects black journalists are often assigned to cover, and what needs to be done to address these issues. Shirley Keys will also discuss her GVSU-sponsored attendance at this summer's National Association of Black Journalists (NABJ) conference in Detroit. *Workshop-presentation followed by discussion.*

2:30 p.m. – 3:45 p.m. 2259 KC

You, Me, and HIV: PrEParing for the Future

Grace Huizinga (faculty) with Douglas Chambers & Kaylee Grzywacz (students)

This Teach-In presentation will: Describe HIV incidence, particularly among men who have sex with men and transgender women. Identify the current recommendations for

HIV and STI screening and the importance of screening high risk populations for prevention of HIV. Describe how biomedical interventions including treatment as prevention, PEP, and PrEP are effective tools for reducing the incidence of new HIV cases among high risk populations. *Discussion in a round-table format including personal stories and an interactive discussion including information from the National LGBT Health Education Center.*

2:30 p.m. – 3:45 p.m. 2263 KC

Securing the Movement: Enabling and Promoting the Development of the Next Generation of Leaders

Valerie Guzman (staff) with Tyler Clark (student)

In this session, we will discuss how student groups often end immediately after the graduation of strong groups of leaders due to the following vacuum of leadership left behind, and how the current generation of leaders can act now to ensure the continuity of their organization and its mission. We will discuss how to enable new leaders to emerge, steps that can be taken to help them develop and grow, and how to best "pass the baton" to the next generation once they're ready. While this session does not directly address the theme of this year's Teach-In, we see it as running in parallel with it, in that we hope to provide students working to address "inequality, systems of oppression, social justice and liberation" with the tools to ensure their movements continue even after the graduate from Grand Valley. *Workshop.*

2:30 p.m. – 3:45 p.m. 2266 KC

Colonists in the Colony: Re-defining personal identity through studying in Ghana

Scott Stabler (faculty) with Patrick Anderson (faculty) and Devonte Hillman & Haley Sullivan (students)

Re-defining personal identity often comes when studying abroad. Our session will focus on three fluid identities of students who studied in Ghana. The presenters will address their identity shifts as an African American, as a woman, and as a colonizer. *Panel presentation.*

2:30 p.m. – 3:45 p.m. 2270 KC

Black & White Women the Differences

Brenda Mitchner (staff) with Celeste Black (student)

This session will examine the difference between black and white women according to the book and author of Differences between Black and White women and brings us together, yet keeps us apart. Focusing on both societal, personal and professional areas of everyday living and why the struggle continues. In closing why bringing us together is crucial. *Workshop.*

4:00 p.m. – 5:15 p.m. 1142 KC

Considerations for LGBTQIA+ Inclusion in Healthcare

Jen Hsu-Bishop (staff) with Jennifer Summers & Kathryn Barnhart (faculty) and Kenny Sullivan, Alexandria Ashton & Eric Brink (students)

According to the 2015 GVSU Campus Climate Survey 40% of transgender individuals and 26% of LGBTQIA individuals reported personal experiences of at least one negative or hostile incident compared to only 14% of the total sample. Despite significant shifts in policy, practices, and culture, LGBTQIA+ students continue to experience micro-aggressions and feelings of marginalization in the classroom.

The health professions are among the fastest growing career fields in West Michigan. Yet, many LGBTQIA+ students do not see themselves reflected in or deeply engaged in their coursework. Health disparities among LGBTQIA+ people further highlight the need

for future health care providers to engage in inclusive classroom curricula. This session is informed by personal experience and inclusive pedagogy. Presenters will share their own experiences from the classroom and provide an introduction to leading practices. Participants will be encouraged to participate and share their own classroom experiences to co-create learning and understanding in this workshop. *Workshop.*

4:00 p.m. – 5:15 p.m. 2250 KC

Where do you belong?

Takeelia Garrett (staff) with Raven McClinton (staff) and Ashley Salik, Jarred Daniels & Devan Washington (students)

According to the 2011 GVSU Climate Study, 17% of people who identify as People of Color and 21% of people who identify as LGBT stated that they have experienced at least one negative experience related to identity. In this session, we will speak to a panel of GVSU students who are a part of these groups and find out where they think they belong at this institution. These students are willing to share their stories about their GVSU experiences. Join us for a discussion on how we can continue to make GVSU a place that is welcoming to all people and help them to find a place to Belong. *Panel discussion.*

4:00 p.m. – 5:15 p.m. 2259 KC

At the Margins: A Student Perspective on Intersectionality on Campus

Jae Basiliere (faculty) with Marla Wick (staff) and Amarri Smallwood, Waverly Eubank, Alexis Hansen, & Alexis Greb (students)

We hear a lot of talk about intersectionality, but how many people understand the concept of intersectionality and how it functions? In this interactive presentation, participants will learn what we really mean when we talk about intersectionality. Presenters will explore the history of this important concept and how it emerged from the tradition of Black feminist thought, highlighting key moments in its development. Participants will then discuss the importance of using an intersectional lens for understanding how systems of power, privilege and oppression work and explore why it pertains to college campuses. *Lecture and facilitated discussion.*

4:00 p.m. – 5:15 p.m. 2266 KC

Coast to Coast: De-Romanticizing the Middle Passage

Rik Stevenson (faculty) with Phoebe Risk (student)

The Middle Passage is arguably one of the most influential events in the tides of global history. The barbaric journey African slaves took from their homeland to foreign shores has spurred reaction chains felt to this day. The idea of the Passage is well known, yet the details are often incredibly misunderstood, and it remains a very vague idea in the minds of most citizens. Through engaged pedagogy, visual, and audible presentation, this session aims to walk the audience through the truth of the entire journey of slaves in the Middle Passage and shed light on misrepresented aspects. Beginning with the entrapment of slaves in central Africa, their walk to and imprisonment on the coast, life and conditions on the ship, and finally arrival on enslavers shores, this presentation will be an interactive way to change the audiences perception of the journey. In the polarized climate that we live in today, grasping a firm understanding of the genesis of slavery is crucial for moving towards a united America. *Engaged pedagogy.*

4:00 p.m. – 5:15 p.m. 2270 KC

Gender, Power, and Privilege in Higher Education

Marissa Damore (student) with Damaris De Ruiter & Kim Stoffel (students)

Our presentation will be divided into two main parts: presentation and panel discussion. Our presentation will include information on the definition of gender, what gender is and is not, the need to deconstruct the cisgender normative, and how gender identification is relevant to higher education. Once we have given our broad presentation, we will invite panelists to answer questions and provide information of how their gender shaped their college experience. *Workshop / panel discussion.*

6:00 p.m. – 7:15 p.m. 2250 KC

Adverse Childhood Experiences, Brain Development and Resilience

Gwenden Dueker (faculty) with Beth Baranski, Amita Goindi, & Scott Mullenix (students)

The majority of US adults experience at least one Adverse Childhood Experience (ACE) before the age of 18. ACEs are childhood experiences like abuse or living in a home with an adult with a substance abuse issue and other negative childhood experience that we rarely talk about. ACEs affect the process of neurodevelopment during childhood and are associated with increased risk for negative health and social outcomes in adulthood. In this presentation we will introduce the concepts of ACEs, encourage audience members to identify their own ACE scores, and hopefully change the conversation from “what’s wrong with folks?” to “what happened to folks?” We will present information about skills and systems that can support folks who have experienced ACEs and work with participants to identify GVSU specific barriers and supports for students, faculty and staff who experienced ACEs in childhood. *Engaged pedagogies.*

6:00 p.m. – 7:15 p.m. 2263 KC

So What IS Interfaith?

Lauryn Nett (student) with Ben Scott-Brandt (student)

Religious, secular, and spiritual traditions play an important role in so many people's lives. But how can people from various traditions learn to get along despite their differences? Attendees will learn what interfaith is and the role it plays in our society. They will be able to identify moments of interfaith dialogue and action in their lives through discussion and activities, as well as partaking in a case study surrounding interfaith dialogue and implementing their new skills. *Workshop.*

6:00 p.m. – 7:15 p.m. 2266 KC

The Victim Blaming Society

Krystal Diel (staff) with Maddie Vervaeke & Michelle Roldan (students)

Explore the myths about sexual assault that society presents us. From asking “what were you wearing?” to looking at court cases, we'll cover the basis of why these misconceptions about sexual assault are promoting a victim blaming society. *Lecture / Discussion. Content discussed may be triggering to some.*

6:00 p.m. – 7:15 p.m. 2270 KC

Racial Segregation: Personal Experiences and Sociological Explanations

Joel Stillerman (faculty) with Reagan Eggert (student)

This workshop is designed to allow individuals to reflect on their experiences of racial segregation and also to learn about the policies and actions that produced segregation in U.S. metropolitan areas. Our student presenter will begin with some questions for participants to consider in groups regarding their experiences (or lack thereof) of interracial contact in neighborhoods, schools and other social settings. The faculty presenter will continue with a concise history of policies that produced residential segregation in the U.S. and maintain this system today. The session will conclude with

the student presenter asking the groups to reconvene to reconsider their experiences in light of the historical material presented. *Workshop.*

7:30 p.m. – 8:45 p.m. 2215/16 KC

Mental Health is Wealth: A Conversation about Mental Health in Minority Communities

Juanita Davis (staff) with Britney Underwood, Christine Corbett, Chalyn Buckner, Taylor Green, & Love Sparks (students)

Mental health is not often a topic of discussion amidst impoverished and predominantly minority communities. Nonetheless, combating mental illness to maintain good mental health plays an important role of survival for people who live in minority communities. Aligning the impact of the issues that people in minority community's face with mental health will assist in understanding the traumatic experiences that people face and how that affects them in their day to day life. The purpose of this session is to discuss mental health as well as mental illness, provide a brief historical foundation pertaining to how mental illness has become a stigma in the minority community, and bring awareness to lack of mental health resources for people of these communities. This session will also engage in a candid discussions surrounding peoples experiences surrounding mental health and illness. *Roundtable discussion.*

7:30 p.m. – 8:45 p.m. 2250 KC

Adverse Childhood Experiences, Brain Development and Resilience

Gwenden Dueker (faculty) with Alyssa Langenberg, Jessica DeGriek, Thomas McGuirk, & Emily Songer (students)

The majority of US adults experience at least one Adverse Childhood Experience (ACE) before the age of 18. ACES are childhood experiences like abuse or living in a home with an adult with a substance abuse issue and other negative childhood experience that we rarely talk about. ACES affect the process of neurodevelopment during childhood and are associated with increased risk for negative health and social outcomes in adulthood. In this presentation we will introduce the concepts of ACES, encourage audience members to identify their own ACE scores, and hopefully change the conversation from "what's wrong with folks?" to "what happened to folks?" We will present information about skills and systems that can support folks who have experienced ACES and work with participants to identify GVSU specific barriers and supports for students, faculty and staff who experienced ACES in childhood. *Engaged pedagogies.*

7:30 p.m. – 8:45 p.m. 2263 KC

The Power of Discourse: Evaluating Distorted Media Portrayals Concerning Recent Palestinian and Israeli Interactions

Coeli Fitzpatrick (faculty) with Jogen Reberg & Angel Bista (students)

This session seeks to critically analyze the media discourse which permeates the Palestinian/Israeli issue; an issue which understandably engenders a great deal of emotional responses, among them fierce anger and unfathomable sadness. A comparative exploration of media from various outlets and nations will demonstrate the subtle differences which yield significant, and far-reaching, consequences. The usage of materials for this purpose will be aided by interactivity with the audience. The purpose of this analysis is not to create or further a vitriolic and hostile environment for students; it is simply meant to highlight the ways in which the media is able to influence and determine public opinion on certain matters. *Interactive critical analysis.*

7:30 p.m. – 8:45 p.m. 2266 KC

Esports: One of the Trumpets of Inclusion

Matt Jemilo (staff) with Marshal Brummel (student)

Esports can be defined as multiplayer video games played competitively at a professional level, commonly spectated by passionate crowds rivaling more traditional athletics. With the eSports industry exceeding \$1.5 billion in a 2017 estimation, the competitive circuit is taking the collegiate scene by storm. Presently, over 100 universities nationwide have started varsity programs similar to NCAA teams but with one exciting difference: there is no need for separate divisions for men and women or for any other identity for that matter. Moreover, organizations like AbleGamers give people with disabilities custom gaming setups in order for them to be able to play games with their friends and families. With all of this considered, why is the industry overwhelmingly white males? We will look at the history of the industry to see how we got here as well as the current climate to see where it all is going. Finally, if we were to add a varsity Esports team at Grand Valley, what issues do we need to be cognizant of to ensure our program is aligned with the university's vision for inclusion of all identities. *Presentation with Q & A.*

7:30 p.m. – 8:45 p.m. 2270 KC

Intentional Inclusion: How to Improve your student organization's efforts for inclusion

Adrienne Wallace (faculty) with Trevor Bryan (student)

This session aims to shed light on the commonly interchanged terms of Diversity and Inclusion, and show how they're different and how they work together symbiotically. After describing these elements, the presenters will engage in discussion with attendees on what "Intentional Inclusion" is, and how they can incorporate this idea into their own student orgs. The presenters, Trevor Bryan and Dr. Adrienne Wallace, will demonstrate the possibilities through startling facts, examples from their student organization (PRSSA), as well as brainstorm with participants for more ideas of intentional inclusion. *Discussion & Workshop.*

ALLENDALE CAMPUS - MARY IDEMA PEW LIBRARY

**Puerto Rico in My Heart: 50 Years of Young Lords
Pew Library**

Exhibit in Mary Idema

Leigh Rupinski (faculty) with Tracy Cook & Erin Fisher (students)

This multimedia exhibit presents a look into the history of the Young Lords organization in honor of the 50th anniversary of their transformation from gang to political activists, who fought for social justice in urban Chicago. The exhibit features materials from Special Collections & University Archives alongside clips of oral histories conducted by Jose Cha-Cha Jimenez, founder of the Young Lords movement and Grand Valley alumnus.