

Teach-in 2021 Sessions

All Face-to-Face sessions on Wednesday, November 10 will be held in the L. William Seidman Center on the Pew Campus

12:00 – 12:50 p.m. Seidman Hall – Forum A

No Matter How You Slice the Kimchi: The Korean-American Experience

Jiyeon Suh (faculty) with Mae Rickey (Graduate student) and Joseph VanArendonk (staff)

This session will include live presentation of several segments, and each segment include an audience engagement activity to have a chance to share thoughts. Asian Americans are often overlooked in terms of struggle due to the success frame surrounding them. Many believe that the ‘model minority’ is just that: a perfect model of a minority group fitting in to the Eurocentric values of the United States; however, this viewpoint disregards the actual struggles that Asian Americans face.

In the last year Asian Americans have been subject to the ever-changing perceptions of those around them. From race riots to extreme fetishization, Korean-Americans in particular, have been forced to be on edge. The ever-changing commodification and demonization of Korean-Americans in particular, has very recent history for those to learn, grow, and face head on. This session will educate the community on the specific issues within the Korean-American experience and how to support become good allies. *Engaged pedagogies.*

12:00 – 12: 50 p.m. Seidman Hall – Forum B

Sex Positivity: An Exciting Tool in Violence Prevention

Leah Short (staff) with Alyson Zdunczyk (undergraduate student)

This presentation discusses rape culture and gender-based violence. These are extreme social justice issues that our society faces. Sex positivity is a simple and effective tool against rape culture and gender-based violence. Oppression is rooted in dehumanization. Rape-culture and sex negativity dehumanizes women, people of color, and members of the LGBTQ+ community and perpetuates violence against them. Sex positivity is a way everyone can fight this oppression. Participants will be engaged through group discussion, small group discussions, and a writing whiteboard activity. *Lecture.*

12:00 – 12:50 p.m. VIRTUAL

Examining Identity Development in College through the Lens of Transracial Adoptees

Kimberly McKee (faculty) with Maria Raab (graduate student)

The presentation examines transracial adoptees’ identity development and how their racial/ethnic identities impact them as they navigate higher education. Transracial adoptees are individuals who do not share the same race as their adoptive parents. Historically, these adoptees are children of color or indigenous children adopted into white families. These adoptees often explore their racial or ethnic identity on their own with limited support by their adoptive parents. They also may struggle negotiating where they fit within underrepresented communities as they face internal struggles of otherness, imposter syndrome, and what it means to hold a culturally white identity. We invite participants to engage in a discussion on how we can create a more inclusive space that recognizes the role of adoption in shaping people’s intersectional identities. We invite attendees to reflect on scenarios that mirror adoptees’ real-life college experiences and how they can respond with intentionality and care through an interactive conversation. Through the use of student development theory, borderlands theory, and critical race theory as supporting evidence, we will provide recommendations for best practices on how to support transracial adoptee students to thrive in higher education. *Workshop.*

12:00 – 12:50 p.m. VIRTUAL

Food Security Among Children in Grand Rapids

Jaylee Brown and Laurel Dudek (graduate students)

This presentation will discuss food security and insecurity in children of the Grand Rapids area. There will be a discussion on what food (in)security is, how it is measured and its prevalence in the area. There is a short animation demonstrating the effects of food insecurity on young children and a Kahoot! quiz to test what the attendants learned from the Powtoon video. Next will be a discussion of the health impacts of food insecurity and how the COVID-19 pandemic affected food insecurity for children in Grand Rapids. With the discussion of how food security is determined, attendants will be able to fill out the survey given to community members to understand what the government looks for when determining need for assistance.

There will also be a brief overview of the SNAP program as well as a short game to test attendants' knowledge of what SNAP benefits assist recipients with. This game will consist of naming common grocery store items and attendants will move from one side of the room or the other depending on if they think you can purchase it with SNAP benefits or not. They will receive a point for each one they get right, whoever gets the most correct will receive a prize. The presentation will end with a discussion of current programs already in place to assist the children in the area suffering from food insecurity. *Powerpoint.*

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1:00 – 1:50 p.m. Seidman Hall – Forum A

Making the Invisible, Visible

LaMia Cotton (staff) with Destyni Davis (graduate student)

The lived experiences of Black students in predominantly white institutions are often disregarded, overlooked, or critically unexamined. Black students may inevitably experience exclusionary practices and feelings of marginalization and isolation among their peers, colleagues, and faculty, rendering them invisible within academic (e.g., classroom) and social settings (e.g., student organizations). Consequently, Black students may not feel seen, heard, or valued by their peers, colleagues, and faculty, which begets difficulty cultivating a sense of community and belonging within the campus community and culture. We must recognize and acknowledge the role of privilege and power in shaping the lived experiences of those with intersecting marginalized identities. There are challenges Black students endure for merely being Black. Still, those challenges may strengthen when those students may also be women, of the LGBTQIAA+ community, first-generation, non-religious, have a disability, and so on. Our session aims to discuss the lived experiences of Black students within predominantly white institutions, followed by meaningful, engaging, and interactive discussion and dialogue centered around empathy, vulnerability, and active listening as action steps to make the invisible, visible. *Engaged Pedagogies.*

1:00 – 1:50 p.m. Seidman Hall – Forum B

Shackles to Shackles: Mass Incarceration and Its Effects on Society

Azizur Molla (faculty) with Jazzmin McGuff, Allison Selner, Angela Bollin, and Samantha Bartholomew (graduate students)

In this session, participants will be introduced to the history of mass incarceration and its effects on society. Participants will examine Social Determinants of Health, generational trauma, and risk factors for incarceration. Finally, participants will be able to discuss current judicial system shortcomings and formulate new interventions to prevent further years of mass incarceration. *Workshop.*

1:00 – 1:50 p.m. VIRTUAL

[From Confrontation to Communication: How to Disagree without Risking the Relationship](#)

Lisa Perhamus and Jeff Kelly Lowenstein (faculty) with Sam Johnson (undergraduate student), Maddy Miller (graduate student), and Aubrey Dull (staff)

The current socio-political climate can often feel like navigating a minefield: like one must walk around on tiptoes to avoid an unfortunate explosion. In a 2021 survey by Heterodox Academy, it was found that most students are most reluctant to speak on the following controversial topics: politics, religion, sexual orientation, race, and gender (Stikma, 2021). Many people respond by avoiding engaging in these polarizing topics, especially with friends and family. In this session, we will discuss ways to dialogue around hard topics with the people in your life, regardless of whether you agree or disagree with your loved ones. This workshop will be particularly applicable to students who are preparing to go home to friends and family with whom they often find themselves in hard conversations or feeling silenced. *Workshop.*

2:00 - 2:50 p.m. Seidman Hall – Forum A

Reimagining Public Safety in Grand Rapids

Krista Benson (faculty) with Arly Winchester and Rachael Anderson (undergraduate students)

Engaged discussion on what defunding the police actually means and what it would look like in a Grand Rapids context. The goal is to question what the current funds of the GRPD would go towards and how to imagine our city without police presence. *Engaged discussion and instruction*

2:00 - 2:50 p.m. Seidman Hall – Forum B

Public Defense in Michigan

Manda Mitter (faculty) with Rueda Abdirahman and Taylor Otto (undergraduate students) and Chad Catalino (community member)

In this session, we will have attorneys and undergrad social work students presenting on the criminal justice system and the holistic defense model. This teach-in aims to bring awareness to the injustices happening in the criminal justice system, the different outcomes one might face due to their socioeconomic status, and the purpose of the holistic criminal defense model. We will discuss the historical context of public defense in Michigan and the transition into current reform efforts to level the

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differences in outcomes due to socioeconomic statuses. We will also discuss the different challenges and benefits of practicing holistic defense in rural and urban areas.

Holistic defense is a great way to combat mass incarceration and the myriad of issues an individual is facing, such as mental illness, addiction, homelessness, etc., which is often the reason they are in contact with the criminal justice system. We will also talk about the collateral consequences an individual will face due to contact with the criminal justice system, such as loss of custody of their child, employment, or homelessness. *Engaged pedagogies.*

2:00 – 2:50 p.m. VIRTUAL

Don't Put me in a Box

Aliya Armstrong (staff) with Renee Carter (undergraduate student)

Being perceived as belonging, or not belonging, to a particular group can affect well-being. Until federally overturned in 1967, most U.S. states banned marriages and relationships between interracial couples. Biracial and multiracial children were thus once considered illicit results of such illegal marriages and relationships (Root, 1996). This presentation will explore how multi-racial and bi-racial individuals are often marginalized, isolated, alienated and made to choose one race instead of inherently placing value on both or all of their richances in many ways.

While bi-racial and multi-racial populations continue to increase in America, the census and government documents are not. Many schools do not permit multiracial students to check more than one race on enrollment forms. This lack of acceptance has been shown to affect one's mental health, harm self-identity, and have negative bearings on relationships. Youth who do not have a stable racial identity show lower self-esteem (Sanchez et al., 2009). The inability to show up as your true authentic self can cause anxiety and can result mental health issues. This presentation will examine personal testimonies and share examples and take a closer look at the data. *Workshop.*

Canceled

3:00 – 3:50 p.m. Seidman Hall – Forum A

Reclaiming Consent

Leah Short (staff) with Katie Piesz (graduate student)

Consent education has often been framed as the missing piece to ending gender-based violence, but what if we told you it wasn't? Consent is a key piece of the puzzle, but there is much more to unpack. Join us for a discussion that will challenge us all to think outside of traditional consent education and examine how we use consent on the daily. Participants for this presentation will be engaged and work through various scenarios as both a whole-group discussion and broken into smaller groups for small-group discussions. *Workshop.*

3:00 – 3:50 p.m. Seidman Hall – Forum B

White Saviorism

Meghan Veltri and Grace Pushman (staff) with Mackenzie Payton (undergraduate student)

White saviorism is a term which describes how white people may try to help BIPOC people but in a self-serving manner. In this session, participants will analyze white saviorism in our mainstream media and culture. Examples will be given of where white saviorism exists and participants will explore where it may exist in the college experience. Tips of how to avoid and combat white saviorism will also be discussed. *Workshop.*

3:00 – 3:50 p.m. VIRTUAL

Unpacking white identity; Moving beyond defensiveness

Lisa Perhamus (faculty) with Gracie Barrett (undergraduate student), Marlene Kowalski-Braun and Maddie Creutz (staff)

What does it mean to have whiteness as a predominant part of your identity? What is white fragility and how does it show up in peoples everyday lives? This session explores how people who identify as white can work toward sustained accountability as an ally in addressing issues of race-based oppression. Together, we will unpack the concept of white fragility as we engage in conversation around deepening anti-racist commitments through movements for race based social change. *Workshop.*

4:00 – 4:50 p.m. Seidman Hall – Forum A

Examining the consequences of not taking gender-based violence seriously

Rachel Dziabuda (staff) with Rosemarie Knafel (undergraduate student) and Lauren Roberts (community member)

Despite efforts to increase awareness and prevention of gender-based violence, it is still the most underreported crime within the United States. When the select few gender-based violence cases are reported to the police and/or taken to court, they oftentimes are not taken seriously or prosecuted in comparison to other crimes. This session examines the current understandings of how and why gender-based violence is not taken seriously, how this impacts the victim/survivor, and how these actions perpetuate

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rape culture. Participants will leave with a deeper understanding of the impacts of gender-based violence and how to advocate for survivors. Content warning: this program will include conversations around sexual violence. Resources will be offered at the program. *Workshop*

4:00 – 4:50 p.m. Seidman Hall – Forum B

Invisible Illness and the Immunosuppressed in a Pandemic

Meegan Zickus (faculty) with Lindsey Wylie-Gruen, Michael Trombetta, Shelby Janeway, and Whitney Zenker (undergraduate students)

Since the beginning of the pandemic, COVID has inspired chaos. Our leaders at the state and national levels could not agree on how this virus should be handled, so hard lines have been drawn between those who believe that COVID is a legitimate threat to our people and those who believe that personal liberties should take priority over public policy. Now that the country is returning to work and school, rumor has it that the pandemic is nearing its end. Vaccination rates are increasing, the emergency mandates have become more relaxed, and restaurants are open for dine-in. However, there is a group of people who have been omitted from the conversation. For people living with invisible illnesses such as compromised immune systems, the threat of COVID is fatal and indefinite.

For this project, we aim to engage in an overarching dialogue of disability and disease in the age of COVID with regard to social consciousness, public policy, and their effects on disabled/immunocompromised people. We will have two presenters with rare, invisible illnesses, one of whom has been immunosuppressed throughout the pandemic. We will also include valuable insights gathered from an archive and content analysis of social media platforms, in which disabled and immunocompromised people share their stories and voice their opinions publicly. Additionally, we will explore the Michigan Department of Health and Human Services Ethics Committee proposed changes to emergency preparedness and the triaging of patients. We will take this opportunity to touch on themes of ableism and classism, analyze the detriments of hesitancy toward the vaccine and attitudes toward those who are unvaccinated, and discuss how privilege plays a role in accessing resources and taking precautions.

Workshop.

4:00 – 4:50 p.m. VIRTUAL

Ableism and Race

Kelly Machnik (faculty) with Kristin Everhart and Taylor Porter (graduate students)

During this session we will examine the definitions and perceptions of disability, ableism and their intersection with race. We will discuss ableism and how it may present in different settings (such as educational, health care etc.). We also will discuss how perceptions of disabilities impact the BIPOC community. *Engaged pedagogies.*

5:00 - 5:50 p.m. Seidman Hall – Forum A

Black Women Teachers: Thriving in Predominately White Spaces

Amy Masko (faculty) with Jasmine Wilson (undergraduate student)

This presentation is the result of Jasmine Wilson's senior capstone project in English, where she investigated Black teachers in predominately white schools. Her findings suggest that Black teachers have a strong impact on student achievement of Black students. At the same time, her research suggests that Black teachers are overworked in white spaces, as they often become defacto responsible for all of the Black students. This presentation shares her perceptions of this research in her own experience as a student teacher. *Roundtable.*

5:00 – 5:50 p.m. Seidman Hall – Forum B

Disrupting Whiteness within the Education System

Chasity Bailey-Fakhoury (faculty) with Yasmin Alemayehu and Rueda Abdirahman (undergraduate students) and Yasmin Mohamed and Fathiya Mohamed (graduate students)

This session will aim to discuss how one's social identity impacts their educational experience. The purpose of this teach-in is to explore how the American Education System represents a foundation of Whiteness that circulates within the curriculum, teaching staff, and the unequal opportunity it brings to people of color. The session will also address the systemic policies in place that hinder the education system from being inclusive, such as discriminatory housing policies, school district mapping, and funding allocations. We will also acknowledge the school-to-prison pipeline, and the racial disparity within schools regarding their disciplinary actions.

There are stereotypes still occurring within the education system that affect minorities within schools. Acknowledging the social construct of race and racism and the ideology of white supremacy in schools recognizes the problem so that we are not harmful in our ignorance and so that, together, we can strive for solutions. *Engaged pedagogies.*

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5:00 – 5:50 p.m.	VIRTUAL
<u>Activism and Wellness from an Interfaith Perspective</u>	
Kyle Kooyers (staff) with Ryleigh Emelander, Zahabia Ahmed-Usmani (graduate students) and Fred Stella (community member)	
<p>The work of pursuing justice and equity can be incredibly taxing. As such, self-care and wellness need to be a component of our activism work. We're no strangers to practices like yoga, meditation, breath exercise, and fasting. Yet, many of these now common techniques and disciplines find their original home in the rich culture and traditions of specific communities. This workshop will offer a discussion of the power of such wellness practices and the spiritual traditions out of which they grew. The goals of the workshop include:</p> <ul style="list-style-type: none"> + Hear form multi-faith voices on the significance of wellness disciplines and practices in their traditions + Learn some tips and tricks for mastering these different wellness practices + Explore the possibilities of integrating these practices (whether religious or not) in to your daily routine <p><i>Workshop.</i></p>	

6:00 - 6:50 p.m.	Seidman Hall – Forum A
Who Deserves A Voice? Real Talk About African American English and the Great 8%	
Cara Singer (faculty) with Amiya Carreras and Allison Coulson (undergraduate students) and Anne Reynolds (graduate student)	
<p>Students will be presenting on African American English (AAE), its rooted culture, and how it may interact with a child's communication and wellbeing. Children who speak AAE may be incorrectly perceived by teachers and professionals (e.g., speech language pathologists) as having speech or language delays; this misidentification can impact children's social and educational outcomes. Students will also highlight the cultural disparities in the Speech Language Pathology - a white dominated field. The lack of diversity amongst speech language pathologists may impact Black and brown students who wish to pursue this field and clients that use AAE. Last, students will facilitate a discussion on how to diversify this field, bring awareness to the disparities in it and better support the students with speech sound disorders that also use AAE in their communication. <i>Roundtable.</i></p>	

6:00 – 6:50 p.m.	Seidman Hall – Forum B
The Ideal Newsroom for People Under 30	
Jeff Kelly Lowenstein (faculty) and Tyler Morris (undergraduate student)	
<p>This semester I set out to solve an evolving issue in the United States today. Racism, sexism, homophobia, and unequal pay are all horrific qualities that have plagued our newsrooms for generations. I have spent the last six weeks trying to find a way to rid the newsrooms of these qualities and create an all-inclusive and equally represented news outlet to provide fast, accurate, and helpful news for people under 30.</p> <p>Through extensive research and hopefully many interviews, I believe that I have found an answer. I plan to present my information in the form of a primary and secondary research paper, a model of what the perfect newsroom layout will look like, and a PowerPoint presentation to encapsulate the results. I will focus on diversity percentages, pay equalities, and the best way to produce stories/information to the public. <i>Workshop.</i></p>	

6:00 – 6:50 p.m.	VIRTUAL
<u>Exploring the Accessibility of Health Care for Immigrants who are Undocumented</u>	
Rylea Saunders, Ryleigh Emelander, Jaccob Kostrzewski and Sean Verschueren (graduate students)	
<p>The Teach-In presentation will focus on the healthcare disparities that undocumented immigrants face while residing in the United States. The presentation will show a Vice News video outlining the broader issue and the work of the New Orleans Childrens Health Project, then participants will discuss their thoughts with a series of prompts given by the presenters. After the break out rooms, the presenters will test the knowledge of the audience with 8 truth or false questions. The presentation will then go over the background of the topic, such as why immigrants are a vulnerable population. Then, relevant epidemiology will be discussed, followed by healthcare access (history and current) in the US. After this, potential solutions to this ongoing problem will be explored. At the end of the presentation, the audience will revisit the previously done questions to solidify what they learned. In conclusion, there will be a call to action that includes representatives from the state of Michigan, and a letter template that can be filled out and sent to elected officials. Afterwards, the audience will have an opportunity to ask questions and have a back and forth conversation with presenters. Presenters will have discussion questions prepared in case the audience does not have any questions. <i>Powerpoint with audience discussion</i></p>	

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7:00 – 7:50 p.m. Seidman Hall – Forum B
An Evolution of Culturally Responsive Speech-Language Pathologist and Audiologist: A Cultural Consideration in Communication and Swallowing Disorders
Srihimaja Nandamudi (faculty) with Tabitha Tyree, Emily Nuss, Annabelle Kopcan, Jena Wielosz, and Sydney Pucel (undergraduate students)
<p>Cultural competence involves identifying and appropriately responding to the unique combination of cultural variables and the optimal range of dimensions of diversity that the professional and client/patient/family bring to interactions. A linguistic diversity can accompany cultural diversity. There are many culturally and linguistically diverse groups that comprise the population of the United States. However, there is a pre-established mainstream US culture that does not account for the differences of the culturally and linguistically diverse groups and is assumed to function for all clients. In the 1960s a frequent misdiagnosis of speech disorders were made on the way African-American people spoke English. Over time, it sparked conversations about how speech-language pathologists evaluate and intervene with diverse client's speech. "Language is so uniquely connected to who people are, their identity, how they behave, what they value, and what's important to them," said Vicki Deal-Williamson. Developing cultural competence is a dynamic and complex process requiring ongoing self-assessment and continuous expansion of one's cultural knowledge.</p> <p>Approximately 25 percent of the US population consisted of individuals whose racial background was African American, American, Indian, Asian, Hispanic, or Pacific Islanders (US Census Bureau, 2020). Some may be recent immigrants, others may have resided in the US for years or generations. The speech-language pathologists and audiologists work with adults or children in educational, medical, school, and private practice settings. The clients are more likely than ever to come from a variety of ethnic, racial, religious, linguistic, economic, and other diverse backgrounds. Through learning about the clients cultural background, the healthcare providers learn to appreciate the influence of the differences and commonalities that bind us all together. A culturally competent professional recognizes that the unique influence of an individuals cultural and linguistic background may change over time and adjusts their clinical approaches accordingly. The current presentation portrays various situations and scenarios to consider cultural intelligence and humility to make client/patient-centered intervention plans and improve quality of healthcare services. <i>Engaged pedagogies.</i></p>
7:00 – 7:50 p.m. VIRTUAL
<u>Gender-Based Violence 101</u>
Leah Short (staff) with Katie Piesz
<p>During this workshop we will define what exactly we mean by gender-based violence, give an in depth overview of rape culture, and provide a space for participants to ask any and all questions that come to mind during these vulnerable conversations. Participants will also be given tools on how to be supportive to their peers and what resources are available to them on and off campus. <i>Workshop.</i></p>
7:00 – 7:50 p.m. VIRTUAL
<u>Health Access in the United States</u>
Azizur Molla (faculty) with Lal Tluangi, Maria Moss, Alex Bodenber, and Marissa Moore (graduate student)
<p>This session will focus on understanding and identifying barriers to health access experienced by those in the United States. The goal of the session is to increase the knowledge of socioeconomic determinants that limit access/opportunities for health. <i>Presentation.</i></p>
8:00 - 8:50 p.m. Seidman Hall – Forum A
Open Educational Resources and Inequality
Matt Ruen (faculty) with Chrystina Ochsankehl and Tiarrah Judkins (undergraduate students)
<p>This Teach-In presentation will focus on how advocating for open education resources (OER) can alleviate financial barriers and promote equity in the classroom. The session will include an overview of OER and textbook costs as an equity issue, followed by discussion and practical strategy brainstorming. Participants will create an advocacy plan as part of these activities, with notes, ideas, and strategies for future conversations. Through these activities, students and faculty attendees will reflect on their own experiences with textbook costs, identify opportunities to help enact change, and practice developing a strategy to advocate for OER. The presenters will provide blank advocacy plan templates for attendees, and will facilitate group discussion throughout the session. At the end of the session, participants will share how they might take action based on their advocacy plans, and explore how this approach to advocacy can be applied to other issues of equity and social justice. This session emphasizes student-driven</p>

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advocacy, but faculty and staff are also welcome to participate. alleviate these effects. This will include a thorough discourse of OER and how it works towards reducing inequalities through mutual education and greater access to free resources for students, faculty and staff at GVSU specifically. *Lecture and discussion.*

All Face-to-Face sessions on Thursday, November 11 will be held in the Russel H. Kirkhof Center on the Allendale Campus

8:30 – 9:45 a.m. 2215/16 Kirkhof Center

LISTEN! Stories from OUR students

V'Lecea Hunter (staff) with Morgyn Johnson, Dogan Copeland, and Asia Prica (students)

Institutions have placed resources and support services in place to assist ALL students in their collegiate career. We call this EQUALITY! Yet, students of color continue to face barriers that reduce progression to graduation. To better serve students of color, the demand for cultural centers, peer to peer rapport, programs and initiatives are needed. We call this EQUITY! Participants will listen to experiences shared by students of color. *Panel discussion.*

8:30 – 9:45 a.m. 2250 Kirkhof Center

Sex Positivity: An Exciting Tool in Violence Prevention

Leah Short (staff) with Alyson Zdunczyk (undergraduate student)

This presentation discusses rape culture and gender-based violence. These are extreme social justice issues that our society faces. Sex positivity is a simple and effective tool against rape culture and gender-based violence. Oppression is rooted in dehumanization. Rape-culture and sex negativity dehumanizes women, people of color, and members of the LGBTQ+ community and perpetuates violence against them. Sex positivity is a way everyone can fight this oppression. Participants will be engaged through group discussion, small group discussions, and a writing whiteboard activity. *Lecture.*

8:30 - 9:45 a.m. 2263 Kirkhof Center

No Matter How You Slice the Kimchi: The Korean-American Experience

Jiyeon Suh (faculty) with Mae Rickey (Graduate student) and Joseph VanArendonk (staff)

This session will include live presentation of several segments, and each segment include an audience engagement activity to have a chance to share thoughts. Asian Americans are often overlooked in terms of struggle due to the success frame surrounding them. Many believe that the 'model minority' is just that: a perfect model of a minority group fitting in to the Eurocentric values of the United States; however, this viewpoint disregards the actual struggles that Asian Americans face.

In the last year Asian Americans have been subject to the ever-changing perceptions of those around them. From race riots to extreme fetishization, Korean-Americans in particular, have been forced to be on edge. The ever-changing commodification and demonetization of Korean-Americans in particular, has very recent history for those to learn, grow, and face head on. This session will educate the community on the specific issues within the Korean-American experience and how to support become good allies. *Engaged pedagogies.*

10:00 – 11:15 a.m. 2215/16 Kirkhof Center

"Is the Grass Greener on the Other Side? Black Students at a PWI"

V'Lecea Hunter (staff) with Morgyn Johnson and Kahlil Ferguson (students)

Being a successful college student is not easy to master. College is often described a place of opportunity or simply a place to attain a degree and to develop the necessary skills to become a well-rounded citizen. Yet, adapting to new environments and gaining different perspective can be a bit overwhelming at times for students, especially for those coming from an urban setting. This interactive session will provide you with the tools and knowledge on how to actively help prepare students for college, as well as the necessary steps to assist students in that transitional process of developing a sense of belonging on campus. *Interactive workshop.*

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10:00 – 11:15 a.m. 2250 Kirkhof Center
Introduction to Liberatory Design: Integrate the practice of design thinking with a mission toward equity with an introduction to Liberatory Design.
David Coffey (faculty) with Nicole Brower (graduate student)
At the core of Liberatory Design is the belief that racism and inequity have been designed into systems and thus can be designed out of systems. Liberatory Design is a process and practice to aid in developing an awareness of the complexity of one's self and patterns of inequity while focusing on transformative action that is deeply rooted in human value and collaboration. <i>Workshop.</i>

10:00 – 11:15 a.m. 2263 Kirkhof Center
Who is worthy? A deep dive into The Missing White Woman Syndrome
Leah Short (staff) with Tiarrah Judkins (undergraduate student)
Countless true crime podcasts, media coverage, and both local & national news bring attention to missing person cases, but there always seems to be a formulaic pattern & they are almost exclusively covering the disappearances of white women. <i>Workshop.</i>

11:30 a.m. – 12:45 p.m. 2215/16 Kirkhof Center
The Ideal Newsroom for People Under 30
Jeff Kelly Lowenstein (faculty) and Tyler Morris (undergraduate student)
This semester I set out to solve an evolving issue in the United States today. Racism, sexism, homophobia, and unequal pay are all horrific qualities that have plagued our newsrooms for generations. I have spent the last six weeks trying to find a way to rid the newsrooms of these qualities and create an all-inclusive and equally represented news outlet to provide fast, accurate, and helpful news for people under 30. Through extensive research and hopefully many interviews, I believe that I have found an answer. I plan to present my information in the form of a primary and secondary research paper, a model of what the perfect newsroom layout will look like, and a PowerPoint presentation to encapsulate the results. I will focus on diversity percentages, pay equalities, and the best way to produce stories/information to the public. <i>Workshop.</i>

11:30 a.m. – 12:45 p.m. 2250 Kirkhof Center
You are worthy of healing: Why carceral feminism is an outdated violence prevention pedagogy
Leah Short (staff) with Hayley Wilson (undergraduate student)
Healing and justice are not a one size fits all experience, but our systems and practices are unfortunately designed this way. During this workshop, participants will be challenged to think outside of current violence prevention practices and critically think about the systems we operate in. <i>Workshop.</i>

11:30 a.m. – 12:45 p.m. 2263 Kirkhof Center
Ew, That's Gross! Myths, Stigmas, Taboos, and Why Talking About Periods is So Messy
Jenn Palm and Jenna Vainner (staff members) with Waverly Eubank (undergraduate student) and Samantha Minnis (faculty)
This will be an interactive discussion about the difficulties that surround conversations about menstruation. 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). The environmental impact of menstruation products will also be addressed. <i>Workshop.</i>

1:00 p.m. – 2:15 p.m. 2215/16 Kirkhoff Center
Reimagining Public Safety in Grand Rapids
Krista Benson (faculty) with Arly Winchester and Rachael Anderson (undergraduate students)

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Engaged discussion on what defunding the police actually means and what it would look like in a Grand Rapids context. The goal is to question what the current funds of the GRPD would go towards and how to imagine our city without police presence.
Engaged discussion and instruction

1:00 p.m. – 2:15 p.m. 2250 Kirkhof Center

White Saviorism

Meghan Veltri and Grace Pushman (staff) with Mackenzie Payton (undergraduate student)

White saviorism is a term which describes how white people may try to help BIPOC people but in a self-serving manner. In this session, participants will analyze white saviorism in our mainstream media and culture. Examples will be given of where white saviorism exists and participants will explore where it may exist in the college experience. Tips of how to avoid and combat white saviorism will also be discussed. *Workshop.*

1:00 p.m. – 2:15 p.m. 2263 Kirkhof Center

Invisible Illness and the Immunosuppressed in a Pandemic

Meegan Zickus (faculty) with Lindsey Wylie-Gruen, Michael Trombetta, Shelby Janeway, and Whitney Zenker (undergraduate students)

Since the beginning of the pandemic, COVID has inspired chaos. Our leaders at the state and national levels could not agree on how this virus should be handled, so hard lines have been drawn between those who believe that COVID is a legitimate threat to our people and those who believe that personal liberties should take priority over public policy. Now that the country is returning to work and school, rumor has it that the pandemic is nearing its end. Vaccination rates are increasing, the emergency mandates have become more relaxed, and restaurants are open for dine-in. However, there is a group of people who have been omitted from the conversation. For people living with invisible illnesses such as compromised immune systems, the threat of COVID is fatal and indefinite.

For this project, we aim to engage in an overarching dialogue of disability and disease in the age of COVID with regard to social consciousness, public policy, and their effects on disabled/immunocompromised people. We will have two presenters with rare, invisible illnesses, one of whom has been immunosuppressed throughout the pandemic. We will also include valuable insights gathered from an archive and content analysis of social media platforms, in which disabled and immunocompromised people share their stories and voice their opinions publicly. Additionally, we will explore the Michigan Department of Health and Human Services Ethics Committee proposed changes to emergency preparedness and the triaging of patients. We will take this opportunity to touch on themes of ableism and classism, analyze the detriments of hesitancy toward the vaccine and attitudes toward those who are unvaccinated, and discuss how privilege plays a role in accessing resources and taking precautions.

Workshop.

1:00 p.m. – 2:15 p.m. VIRTUAL

Restoring the narrative: Librarians and the Fight for Inclusive Cataloging

Susan Ponischil (faculty) with Madisom Terpstra (undergraduate student)

Since 1898 the Library of Congress Subject Headings (LCSH) have been used in library catalog records as an index of sorts to help users find what they're looking for. Despite its longevity, the subject headings can at times be outdated or even harmful. Terms like 'illegal aliens', for instance, show biases evident in the system and will be addressed in this presentation. This session will focus on past and present biases and misrepresentations in LCSH as well as what has and can be done to effect change. Presenters will provide attendees with historic examples of LCSH terminology describing race, gender and sexual orientation, and then introduce examples of the advocacy work and impact of librarians (and students) who champion change for marginalized and misrepresented populations. Time will be set aside for attendees to examine select subject headings and suggest alternate terms, and learn how to submit a proposal themselves using an online tool called The Cataloging Lab.

2:0 p.m. – 3:45 p.m. 2215/16 Kirkhof Center

Barriers and rights: Overcoming healthcare inequity in the LGBTQ+ population

Genevieve Elrod (faculty) with Leah Mills, Amrine Tomlinson-Tunick (undergraduate student), Jerrica Kallio (staff), and Jennie Mills (community member)

Those who identify as sexual or gender minorities face glaring inequities in the healthcare system, giving current and prospective healthcare professionals tremendous responsibility in protecting and improving the health of this community. Join this discussion

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with panelists working to achieve health equity for the LGBTQ+ population. Learn about stigma and disparities, and join in the discussion about the need for intentionality around accessible, equitable, and inclusive care. *Panel and discussion.*

2:30 p.m. – 3:45 p.m. 2250 Kirkhof Center

ACES & PACES: Understanding trauma and promoting resilience in our communities

Gwenden Dueker (faculty) with Hannah Laskowski (undergraduate student)

The majority of US adults experienced at least one Adverse Childhood Experience (ACE) before the age of 18. Experiences like abuse or living in a home with an adult with a substance abuse issue are rarely talked about but they affect the process of neurodevelopment during childhood and can be associated with increased risk for negative health and social outcomes in adulthood. This presentation will include information about the links between ACE and PACE (Positive and Compensatory Experiences) childhood experiences and adult outcomes with special emphasis on how we can foster resilience in our communities to support folks who have already experienced trauma to have healthier outcomes and to prevent the experience of trauma for future generations. *Engaged pedagogies.*

2:30 p.m. – 3:45 p.m. 2263 Kirkhof Center

Gender-Based Violence 101

Leah Short (staff) with Katie Piesz

During this workshop we will define what exactly we mean by gender-based violence, give an in depth overview of rape culture, and provide a space for participants to ask any and all questions that come to mind during these vulnerable conversations. Participants will also be given tools on how to be supportive to their peers and what resources are available to them on and off campus. *Workshop.*

4:00 p.m. – 5:15 p.m. 2215/16 Kirkhof Center

Examining the consequences of not taking gender-based violence seriously

Rachel Dziabuda (staff) with Rosemarie Knafl (undergraduate student) and Lauren Roberts (community member)

Despite efforts to increase awareness and prevention of gender-based violence, it is still the most underreported crime within the United States. When the select few gender-based violence cases are reported to the police and/or taken to court, they oftentimes are not taken seriously or prosecuted in comparison to other crimes. This session examines the current understandings of how and why gender-based violence is not taken seriously, how this impacts the victim/survivor, and how these actions perpetuate rape culture. Participants will leave with a deeper understanding of the impacts of gender-based violence and how to advocate for survivors. Content warning: this program will include conversations around sexual violence. Resources will be offered at the program. *Workshop*

4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center

Unpacking Violent Relationships

Leah Short (staff) with Katie Piesz (graduate student)

"Why don't you just break up with them?"

We hear this phrase all too often, and we know it is a question that overlooks the complexities of relationship violence. During this workshop, we will unpack the dynamics of relationship violence, challenge participants to think outside of physical violence, and debunk prevalent myths that harm victim/survivors. Participants for this presentation will be engaged through various short video clips as well as overall group discussion. *Workshop.*

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4:00 p.m. – 5:15 p.m. 2263 Kirkhof Center
Black Women Teachers: Thriving in Predominately White Spaces
Amy Masko (faculty) with Jasmine Wilson and LaMaiya Wright (undergraduate students)
This presentation is the result of Jasmine Wilson's senior capstone project in English, where she investigated Black teachers in predominately white schools. Her findings suggest that Black teachers have a strong impact on student achievement of Black students. At the same time, her research suggests that Black teachers are overworked in white spaces, as they often become defacto responsible for all of the Black students. This presentation shares her perceptions of this research in her own experience as a student teacher. <i>Roundtable.</i>

4:00 p.m. – 5:15 p.m. VIRTUAL
<u>Women's Sexual and Reproductive Rights are Human Rights</u>
Leigha Filips and Taylor Snedeker, Andrew Wall, and D'Shyla Hodge (graduate students)
<p>Although the United States is an industrialized country, many aspects of healthcare lack. Women in America often lack basic rights, face stigma and stereotypes, and encounter major barriers when seeking sexual and reproductive healthcare. Unfortunately, many individuals only know myths surrounding the topic, are uneducated, or choose not to pay attention or become educated because it doesn't affect them directly. This presentation aims to facilitate knowledge and increase advocacy surrounding women's sexual and reproductive healthcare. This presentation will cover policies and laws restricting womens health, options for birth control, concerns related to endometriosis, and the maternal health crisis. These topics were chosen to address myths and encourage dialogue regarding womens health issues. Policies regarding womens sexual and reproductive healthcare have shifted over the last century, and some of the policies have diminished the progress that has been made. Policies and laws pertaining to womens sexual and reproductive healthcare often act as barriers when it comes to healthcare issues such as contraceptive access, endometriosis management and support, and the maternal health crisis in Black women. Learning about the policies and barriers and how to advocate for womens sexual and reproductive healthcare rights should be a goal of every individual, and participants will leave the session with the education and opportunities to do so.</p> <p>This session will start with a brief overview of the topic and introduction of each of the presenters. To begin, we will prompt the audience to talk with their neighbors during a Think, Pair, Share activity about their knowledge of myths surrounding womens sexual and reproductive health. After the short dialogue, a short video addressing myths about sexual and reproductive health and rights will be shown. After the video, the audience will again be prompted to talk with their neighbors about the video and what they learned. Then the first topic will be discussed by the first presenter. The first speaker will talk about the policies enacted that are harmful to womens sexual and reproductive health. The next presenter will discuss contraception use and access for women. After the first two speakers, another interactive activity will be prompted for the audience. The next activity will be a kahoot that has questions pertaining to the content of the first two presenters. After the kahoot, the last two speakers will present their topics. The first speaker will present on advocacy for Endometriosis and how it affects individuals with the condition. The second speaker will present on the maternal health crisis specific to Black women. The session will end with a conclusion of the entire presentation and resources for each of the topics that were discussed if the audience would like to become involved or learn more information. The last activity will then involve the audience being asked to write on a sticky note or white board (if available, or on Padlet for a virtual presentation) one way they can advocate for womens sexual and reproductive health and one thing they commit to doing to advocate for womens sexual and reproductive health. The sessions will then conclude with an opportunity for questions and answers (if time). If no one has any questions we will pose the following questions to begin the discussion: 1) What statistics or information surprised you in this presentation? 2) Who do you think will be the hardest person or group of people to talk about these issues with? <i>Workshop.</i></p>

6:00 p.m. – 7:15 p.m. 2250 Kirkhof Center
Reclaiming Consent
Leah Short (staff) with Katie Piesz (graduate student)
Consent education has often been framed as the missing piece to ending gender-based violence, but what if we told you it wasn't? Consent is a key piece of the puzzle, but there is much more to unpack. Join us for a discussion that will challenge us all to think outside of traditional consent education and examine how we use consent on the daily. Participants for this presentation will be engaged and work through various scenarios as both a whole-group discussion and broken into smaller groups for small-group discussions. <i>Workshop.</i>

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6:00 p.m. – 7:15 p.m. 2263 Kirkhof Center
Ableism and the Student Experience
Jeff Kelly Lowenstein (faculty) with Jennastasia “Jay” Chapa (undergraduate student)
<p>In this roundtable session, we will be critically analyzing the student experience at Grand Valley State University in the eyes of students with different abilities. The presenters will lead guided discussions on person-first/inclusive language as well as recognizing, preventing, and eradicating ableism on our campus. We will be discussing the experiences of people with different physical, emotional, and mental abilities and how they can be better included in the GVSU student experience.</p> <p>From these discussions, we hope to increase awareness of ableism at GVSU. The presenters strive to not talk over the voices of people of different abilities, but rather create a space where people feel comfortable sharing their experiences, commentary, and ideas. Participants will be engaged through various methods including group discussion, breakout groups, an independent reflection activity and the use of polls as well. <i>Roundtable.</i></p>

7:30 p.m. – 8:45 p.m. 2215/16 Kirkhof Center
Supporting Victim/Survivors
Leah Short (staff) with Katie Piesz (graduate student)
<p>Challenge yourself to reimagine a society that affirms victim/survivors and seeks healing and justice in all forms. During this workshop participants will learn tangible ways to support victim/survivors and reexamine what we think healing should look like and who we assume is a victim/survivor. Participants for this presentation will be engaged in a trauma-informed setting through overall group discussion and broken into smaller groups for small-group discussions. <i>Workshop.</i></p>

7:30 p.m. – 8:45 p.m. VIRTUAL
<u>Health Disparities: Analyzing Differences Between a Low-Income and a High-Income Community in Grand Rapids, MI</u>
Erin Williams, Maya Bryant, Samuel Jangala, and Jenna Metcalf (graduate students)
<p>This teach-in presentation will seek to draw out the differences in health disparities and chronic diseases in two different communities that are demographically and socioeconomically different. This will be accomplished through first establishing a baseline of privilege through an activity, briefly discussing white privilege and its implications, then discussing the assumptions commonly associated with those suffering from chronic disease of a low socioeconomic status. Once we have established a basic framework to teach from, we will delve into both of our chosen communities and compare them based on the different resources available between them. We will be focusing on two different communities in Grand Rapids, Michigan. They are East Grand Rapids and Black Hills. These two neighborhoods are only 4.7 miles (or 15 minutes) away from each other, yet they are vastly different based on the resources they have available. To provide further understanding of future practical implications in a public health setting, we will utilize our best efforts in practice using the Socio-Ecological Model within Public Health to reduce disparities within these communities. <i>Engaged lecture.</i></p>