

# Teach-in 2023 Sessions

## Wednesday, November 8<sup>th</sup> at the Richard M. DeVos Center in Pew Campus

**10:30 a.m. – 12:50 p.m. in Loosemore Auditorium - DEV 122E**

### Opening Plenary Session

**10:30 a.m.** Open reception (*light refreshments*)

**11:15 a.m.** Livestream viewing of Robin Wall Kimmerer, author of *Braiding Sweetgrass*, presentation from Allendale Campus

**1:00 p.m. – 1:50 p.m. in Loosemore Auditorium - DEV 122E [HYBRID](#) sign into Zoom using GVSU credentials ONLY\***

### Unpacking White Identity: Moving Beyond Defensiveness

Marlene Kowalski-Braun (staff), Madison Creutz (staff), and Katie Gorman (undergraduate student)

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 people's everyday lives? This session explores how people who identify as white can work towards 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. We have activities that define and bring to life the following concepts: racial consciousness, white supremacy, the social construction of race, white fragility and allyship. Learning includes written reflection, small group, large group, and video.

**1:00 p.m. – 5:50 p.m. in University Club DEV 107C**

### Banned Books Reading and Chat

Drop by to read and chat about 60-75 books that have been banned or been the targets of potential bans for talking about race, LGBTQI+, or gender inequalities and experiences with "isms" from Pen America's list of banned books.

**2:00 p.m. – 2:50 p.m. in Loosemore Auditorium - DEV 122E**

### The Power of Pluralism: Interfaith Considerations

Liz English (staff), Cecelia Olson (undergrad student), Franklin Specter (undergrad student), Molly Schless (undergrad student)

What does it mean to embrace diversity and energetically engage with difference? How can we bring the fullness of our religious, spiritual, or secular commitments to the conversation? How can we learn to disagree well? Join members of the Kaufman Interfaith Institute team for a conversation about these and other questions as we explore the topic of pluralism and engagement with diverse worldview perspectives, both on campus and in our community. This session is intended as a storytelling space. We will guide small group conversations, tell of personal experiences, and encourage participants to do the same. It will include pair-sharing for audience members and speakers alike. (Roundtable)

**3:00 p.m. – 3:50 p.m. in Loosemore Auditorium - DEV 122E [HYBRID](#) sign into Zoom using GVSU credentials ONLY\***

### Educational Equity for GVSU Students with Disabilities

Beth Macauley (faculty), Abigail Boyd (graduate student)

Educational equity at GVSU ensures all students, including those with disabilities, receive tailored resources to help them succeed. The Disability Support Resource Center works with each student to ensure accessibility in transportation, classrooms, and participation. Using the results of a survey sent to GVSU students with disabilities, the strengths, and challenges of teaching students with disabilities will be discussed. Specific areas of challenges will be used as the basis for engagement with participants. Group discussions will be facilitated about 5 hypothetical students with disabilities and their educational needs in different types of classes. These problem-solving activities will help faculty become more comfortable teaching students with disabilities to ensure that educational equity is achieved.

**4:00 p.m. – 4:50 p.m. in Loosemore Auditorium - DEV 122E**

### Identifying and Dismantling Ableism

Chasity Bailey-Fakhoury (faculty), Jenny Hall-Jones (staff), Timothy Mohnkern (staff), Renee Carter (undergraduate student)

What are disabilities and how does ableism harm those with disabilities? Ableism is a system of oppression that many aren't familiar with. Ableism is a discrimination and prejudice against individuals with physical and mental disabilities. Ableism enables bias and attitudes that cause harm. All ages can express ableism, but not know it. Ableism can have many negative effects on a person emotionally, socially, physically, and mentally. Understanding how to lessen and ultimately dismantle ableism is important for us all. The session "Identifying and Dismantling Ableism" will be interactive. Attendees will work together to come up with examples of ableist practices in U.S. society. After learning about ableism, they will work together to come up with strategies for dismantling ableism. (Workshop)

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**5:00 p.m. – 5:50 p.m. in Loosemore Auditorium - DEV 122E [HYBRID](#) sign into Zoom using GVSU credentials ONLY\***

#### **Code-Switching vs. Translanguaging: The Impact On English Language Learners**

Nagnon Diarrassouba (faculty), Carmen Meinhardi (graduate student), Stacey Post (graduate student)

Code-switching occurs when members of a non-dominant community are required to shift from one linguistic code, language, or dialect, to another in order to make a dominant group more comfortable. This is a controversial topic, especially in schools that serve communities of color. Translanguaging, the practice of using two non-autonomous languages in creative and hybrid ways, is one solution to the harmful effects of code-switching. Join us to learn more about the importance of translanguaging for English-language learners. Participants will listen to a debate detailing the benefits and drawbacks of code-switching and translanguaging. A question-and-answer session will follow the debate, where participants can discuss the implications of this topic for teachers and generate ideas for creating a more language-affirming classroom. (Panel)

**6:00 p.m. – 6:50 p.m. in Loosemore Auditorium - DEV 122E**

#### **An Exploration and Analysis of: Fantasy Roleplay and Racist World Building**

Mae Zurita (graduate student) and Stacey Apeaning (undergrad student)

In recent times Dungeons & Dragons (D&D) has risen to be culturally mainstream, but many do not know just how problematic the genre of fantasy and by extent tabletop role-play is. The thing most emblematic of the issue is in-game playable races are racial stereotypes of real-world cultures and ethnicities. This presentation seeks to un-earth these truths while outlining ways on how to be more inclusive while engaging with these kinds of media. This presentation provides the necessary information for all participants to create culturally respectful, inclusive, and engaging D&D characters. By guiding them in character creation, it enables participants to apply the insights gained from the presentation. The presentation also highlights common mistakes in portraying these cultures through characters. If you can apply these things to a fantasy world, what's stopping you from applying it in real life?

**7:00 p.m. – 7:50 p.m. in Loosemore Auditorium - DEV 122E [HYBRID](#) sign into Zoom using GVSU credentials ONLY\***

#### **The Importance of Creating a Space for Minoritized Graduate Students**

Jennifer Smart (faculty) and Jenna Reynolds (graduate student)

When universities have offices to support their diverse student population, they are primarily tailored to undergraduate students. However, graduate students from minoritized backgrounds cannot fully thrive in grad school without identifying their space as safe and inclusive. Creating an intentional space where DEI work is valued, and is an essential part of a graduate program, is one approach to creating an accessible space for minoritized students to thrive. A discussion of perceived challenges and possible solutions will be facilitated. Interactive sections include small group discussions on a few real-life scenarios, embedded quiz questions in between the presentation for knowledge check, and Q&A discussion with the audience on some of the applications of this presentation.

**8:00 p.m. – 8:50 p.m. in Loosemore Auditorium - DEV 122E [HYBRID](#) sign into Zoom using GVSU credentials ONLY\***

#### **Impact of Socioeconomic Status on Access to Quality Healthcare**

Sri Nandamudi (faculty), Lauren Gutierrez, Jillian Falzone, Madelyn Jankowski, Jenna Dodak (undergraduate students)

Individuals in lower SES tend to receive less comprehensive health insurance coverage. This barrier significantly impacts the health outcomes, patient satisfaction, and healthcare providers' perception of patient care. Our presentation focuses on healthcare accessibility for this community and explores strategies to reduce implicit bias in healthcare workers to provide equitable healthcare services. Interactive session includes small group discussions on a few real-life scenarios, embedded quiz questions in between the presentation for knowledge check, and Q&A discussion with the audience on some of the applications of this presentation.

## Teach-in 2023 Sessions

### Thursday, November 9<sup>th</sup> at Kirkhof Center in Allendale Campus

<b>8:30 a.m. – 9:45 a.m. in 2201 Kirkhof Center</b> <b>HYBRID sign into Zoom using GVSU credentials ONLY*</b>
<b>When It's Not "Just Stress": Mental Illness as Invisible Disability</b>
Alycia LaGuardia-LoBianco (faculty), Mikaela Padgen (staff), Michelle DeWitt (staff), Toni Butler (student)
Though mental illness is recognized as a disability under the Americans with Disabilities Act, individuals with mental illness are still misunderstood, stigmatized, and denied the accommodations they are entitled to. This session will identify and dispel common misconceptions about mental illness and mental illness accommodations in higher education using interactive, trauma-informed pedagogy. By the end of the session, participants should be able to analyze ableist institutional structures and identify campus resources available to cope with mental illness. We will plan an interactive "myths vs. facts" activity to help audience members identify and correct misconceptions about mental illness, accommodations, and campus resources.
<b>8:30 a.m. – 9:45 a.m. in 2204 Kirkhof Center</b>
<b>Creating Inclusive Cultures of Exclusivity Within Greek Life and Beyond</b>
Jeremy Paul (staff) and Alicen Fimple (staff)
A majority of fraternities and sororities in existence today were founded as a response to identity-based exclusion by historically white fraternities. Now that membership opportunities are more inclusive than ever, educating students and community members on the challenging history of identity-based exclusion within Greek Life while empowering students to be exclusive in who they invite into their organizations remains vitally important. This session explores how the Office of Student Life promotes an "exclusive inclusivity" culture within values-based Greek-letter social organizations. We'll engage the audience by fostering intentional reflection on practices within their areas to reduce identity-based exclusion and promote alignment with the organization's mission and values for students. We will have a short history-based presentation and offer a Q&A opportunity.
<b>8:30 a.m. – 9:45 a.m. in 2215/16 Kirkhof Center</b>
<b>Navigating social media as a first-generation student</b>
Andy Beachnau (staff), Nikki Gaines (staff), Takeelia Garrett (staff) and Linda Rettig (staff)
Panel Discussion lead by all First Generation GVSU staff on how to navigate social media for success. Each panel member will share personal stories about their experiences as a first-generation student and staff member. Specific focus on the use and abuse of social media and its impact on sense of belonging and identity.
<b>8:30 a.m. – 9:45 a.m. in 2227 Kirkhof Center</b>
<b>Banned Books Reading &amp; Chat</b>
Drop by to read and chat about 60-75 books that have been banned or been the targets of potential bans for talking about race, LGBTQI+, or gender inequalities and experiences with "isms" from Pen America's list of banned books.
<b>8:30 a.m. – 9:45 a.m. in 2259 Kirkhof Center</b> <b>HYBRID sign into Zoom using GVSU credentials ONLY*</b>
<b>Navigating Higher Education: A First-Generation Odyssey.</b>
Gabe Peña (staff), Louis Cousino (undergraduate student)
This session will dive into what first-generation college students share about their experiences and expectations for college as well as how Federal TRIO programs at GVSU help first-generation and low-income students persist, achieve, and graduate. While conversations around first-gen college students tend to begin with a deficit perspective, those in attendance will brainstorm with each other not only the challenges first-generation college students face but also the strengths and values that they bring to our campus. While information will be shared regarding some research on first-gen college student experiences, this session will largely draw on the audience participants' perspectives on first-gen college students on this campus and in their spaces. Participants will share with each other ideas about challenges and strengths for first-gen students and create ideas to support first-gen students that they can take to their respective parts of campus.

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<b>8:30 a.m. – 9:45 a.m. in 2263 Kirkhof Center</b> <b>HYBRID sign into Zoom using GVSU credentials ONLY*</b>
<b>A New Way of Supporting LGBTQIA+ Lakers on Campus</b>
Callie Youngman, DL McKinney, Nick Nelson, Pam Wells, Elyssa Durham (staff members)
Starting in 2024, GVSU will begin collecting optional sexual orientation and gender identity (SOGI) information from students, faculty, and staff through the Inclusive Data Collection Project. This will enable GVSU to make informed decisions, provide culturally and socially relevant interventions, appropriately allocate resources, and further/recruitment and retention efforts among historically under-represented communities. Attend to learn about myProfile and how it can benefit you. Staff from the LGBT Resource Center and across campus will facilitate a live demonstration of new tools. This will be an interactive workshop where each co-facilitator is responsible for at least one activity. It will include live demos and opportunities for participants to engage with the updated tools in Banner and opportunities for discussion and Q&A.
<del><b>10:00 a.m. – 11:15 a.m in 2201 Kirkhof Center - CANCELLED</b></del>
<del><b>At Death's Door: Eating Disorders Lack of Local Accessibility</b></del>
<del>Jeffrey Kelly Lowenstein (faculty), Abby Jones and Carl Prowdley (undergraduate students)</del>
<del>A workshop exploring how social media impacts relationships/behaviors with food and weight, and the lack of accessibility to treatment based on race, income/class, gender, and other components. We will discuss general mental health on campus before diving more into the specifics of disordered behaviors with food/weight and eating disorders. We will define eating disorders, describe how they present, and how treatment accessibility is impacted by race, class, gender, etc. We will distribute a paper detailing various scenarios of people engaging with food, body image, and weight image. We will then ask attendees to engage with one another to determine which behaviors are healthy or disordered.</del>
<b>10:00 a.m. – 11:15 a.m in 2204 Kirkhof Center</b> <b>HYBRID sign into Zoom using GVSU credentials ONLY*</b>
<b>Patrick Lyoya, Colonialism, and Christianity: Historical Context for a Murder</b>
Joseph Kuilema (faculty), Abdoul Havugimana (community partner)
The murder of Patrick Lyoya on April 4, 2022, again raised questions about policing, racism, and state-sanctioned violence. But it also raised questions about migration and globalization. Patrick's family came to Michigan as refugees from the Democratic Republic of the Congo. This presentation takes a macro and historical look at how colonialism and Christianity set the stage for Patrick's death, and the ways all of us are complicit in the violence his family fled and then found here. Session involves short presentation, with videos from Malcom X, Patrice Lumumba, and a video on the history of conflict minerals and the Congo. Abdoul will be sharing his own refugee journey, which parallels Patrick's, and talking about his personal interactions with Patrick and his family. Attendees will be asked questions like: What have your interactions with refugees in West Michigan been? What have your interactions with the police been? How much do you know about where your electronics come from?
<b>10:00 a.m. – 11:15 a.m in 2215/16 Kirkhof Center</b>
<b>Code Breaking: AI and the Hidden Curriculum</b>
Melanie Rabine-Johnson and Jennifer Torreano (staff members)
While AI tools are new, the hidden curriculum impacting students differently based on their social and cultural contexts is not. In this Teach-In, presenters will explore how current AI-use policies may perpetuate the hidden curriculum. Presenters will discuss how students can use AI assistant tools while following GV academic conduct policies. They will give participants an opportunity to evaluate relevant GV academic conduct policies to see how they can either empower students or be barriers to student success. While AI tools are new, the hidden curriculum impacting students differently based on their social and cultural contexts is not. In this Teach-In, presenters will explore how current AI-use policies may perpetuate the hidden curriculum. Presenters will discuss how students can use AI assistant tools while following GV academic conduct policies. They will give participants an opportunity to evaluate relevant GV academic conduct policies to see how they can either empower students or be barriers to student success.
<b>10:00 a.m. – 11:15 a.m in 2227 Kirkhof Center</b>
<b>Banned Books Reading &amp; Chat</b>
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<b>10:00 a.m. – 11:15 a.m. in 2259 Kirkhof Center</b>
<b>Resilience Cafe</b>
Gwenden Dueker (faculty), Zoe Schultz and Brooke Campbell (undergraduate students)
Cafés are spaces where people come together for social connection, to discuss meaningful societal issues (e.g. injustice or oppression) and to share hope and wisdom with each other. We are inviting folks to a “GVSU Resilience Café.” Come engage in a series of small-group conversations about the strengths that help us all to be resilient in the face of inequity and adversity. We hope to see you! Participants will engage in dyadic and small-group (5 persons) dialogues about protective factors (e.g. social connection) that help them thrive in difficult situations.
<b>10:00 a.m. – 11:15 a.m. in 2263 Kirkhof Center</b>
<b>Ally to Accomplish: Personal and Collective Responsibility</b>
Marlene Kowalski-Braun (staff), Heaven Walker and Sydney Hohlbein (undergraduate students)
This session explores what it means to act as an ally. Through definition and real-life examples of allies in social justice movements, participants will have a chance to discuss key characteristics and pitfalls. The session will stretch participants to consider deeper commitments through a paradigm shift that moves people to consider what it means to be an accomplice. We will discuss why the shift matters and give participants a chance to build critical thinking and skills. We will scaffold learning to walk people through the following outline: Define ally; Making a Paradigm shift to accomplice; Discuss the various ways allies show up; Think about the ways you can leverage your privilege/power; Case studies; and share key-takeaways.
<b>11:30 a.m. – 12:45 p.m. in 2201 Kirkhof Center <a href="#">HYBRID</a> sign into Zoom using GVSU credentials ONLY*</b>
<b>Understanding the Title IX &amp; Civil Rights Process at GVSU</b>
Stacy Piasecki and MJ Creutz (staff members)
Participants will be given an overview of the Title IX and Civil Rights processes here at GVSU. Attendees will gain an understanding of what types of issues our office handles, what happens once a report is made and what options they have for resolution. We will explore the reporting, response and resolution process through guided discussions and multimedia presentations. This session aims to address misconceptions about the reporting & resolution process. The facilitators will use multimedia presentation materials as well as guided cases studies.
<b>11:30 a.m. – 12:45 p.m. in 2204 Kirkhof Center</b>
<b>Black Mothers Matter: Addressing Maternal Health Injustice</b>
Lariesha Lee (staff) and Tiarrah Judkins (undergraduate student)
Join us for a teach-in to address systemic racism and bias as it centers Black women. Did you know Black women are three times more likely than White women to die from a pregnancy-related cause? This workshop will examine the lack of representation of people of color (POC) in the healthcare system and the need for multicultural inclusive techniques in caring for diverse populations. Let's bring awareness, change, and involvement to Black Maternal Health. #BlackMaternalHealth #HealthEquity #DiversityandInclusion. (Workshop)
<b>11:30 a.m. – 12:45 p.m. in 2215/16 Kirkhof Center <a href="#">HYBRID</a> sign into Zoom using GVSU credentials ONLY*</b>
<b>Hidden Hunger on Campus: A Panel Discussion on Food Security</b>
Nicole Anguilm (faculty), Elizabeth Kalafut, Alyssa Beil, and Lindsey Schmitt (graduate students)
Join us for an enlightening and thought-provoking panel discussion on food and nutrition security, a hidden issue affecting 1 in 3 college students across the nation and right here at GVSU. Our panel consisting of GVSU, and community voices will collaborate their diverse perspectives as we delve into the multifaceted aspects of this Hidden Hunger" many students face while pursuing higher education. This panel aims to foster awareness, dialogue, and solutions to address this critical issue. (Panel)
<b>11:30 a.m. – 12:45 p.m. in 2227 Kirkhof Center</b>
<b>Banned Books Reading &amp; Chat</b>
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#### **The Privilege of Physical Ability**

Chuck Pazdernik and Karen Gipson (faculty members)

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. 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. Q & A for the panelists will combine with interactive discussion, modeled after the Invisible Knapsack work, of the privilege of physical ability on and off campus. Slides displayed while panelists are speaking serve as conversation prompts for ableism.

**11:30 a.m. – 12:45 p.m. in 2263 Kirkhof Center**

#### **Becoming 'bad' environmentalists: tools for overcoming climate anxiety**

Ramya Swayamprakash (faculty), Brooke Rempalski, Kirah Hartway and Sidney LaLonde (undergraduate students)

Stories of super storms, raging wildfires, record heat waves, and melting glaciers increasingly dominate the news, our social media feeds, and even conversations with friends and family. Yet increased awareness of the climate crisis makes us anxious and overwhelmed. This roundtable shows how cultivating a socially just climate future—one that accounts for history, power, and responsibility—demands new tools for overcoming our collective climate anxiety. Inspired by Nicole Seymour's concept of "bad environmentalism," we consider how environmental action might look—and feel—different. Each panelist will give brief presentations. We will then engage the audience through a facilitated conversation, starting with small group conversations and then moving to an open dialogue.

**1:00 p.m. – 2:15 p.m. in 2201 Kirkhof Center**

#### **Examining Deficit Language in Higher Education and Student Affairs**

Laila McCloud (faculty), Bridget Baehl, Jenna Mazurek, Lucy Karpukhno, Obed Boateng, Phillip Brzezinski, Linda Raynard (grad students)

Deficit language perpetuates inequality by assuming that students who have marginalized identities are solely responsible for the challenges they face. In this session, we will provide examples of deficit language that is prevalent within higher education and student affairs practice. We will also provide an opportunity for participants to reimagine language to recognize the humanity of all college students. This session will be led by graduate students in the M.Ed in Higher Education program.

**1:00 p.m. – 2:15 p.m. VIRTUAL** sign into Zoom using GVSU credentials ONLY\*

#### **Yes, They Cloned Tyrone: Black Issues and Sci-fi Films**

Jakia Marie (staff) and Jaiah Jones (undergraduate student)

Discussing the connections between the new Netflix film "They Cloned Tyrone" and medical experiments tested on Black communities and people. This interactive presentation will examine events like the Tuskegee experiment, the dark history of gynecology in the United States, and the life of Henrietta Lacks. This presentation will encourage the audience to apply their prior knowledge about these experiments and examine connections between sci-fi films and real-world movements and cases. (Workshop)

**1:00 p.m. – 2:15 p.m. in 2215/16 Kirkhof Center** [HYBRID](#) sign into Zoom using GVSU credentials ONLY\*

#### **Belonging: Immersion into the world of neurodiversity**

Michelle Nolandier (faculty), Claire Kuiper, Conner Greger, Abbey King, Sydney Klekotka and Anna Kubinski (undergrad students)

A personal journey into the world of neurodiversity, a look at exclusion to belonging, and a panel of 8 nursing students discussing their immersion opportunity at Ben's Hope (place of neurodiversity) and how it has changed their perspective, a challenge for everyone to work towards exclusion to belonging in their own lives (community, work, self). Attendees will be engaged throughout the session with questions about their own experience, knowledge, and beliefs, and there will be ample opportunity for interactions with the student panelists.

**1:00 p.m. – 2:15 p.m. in 2227 Kirkhof Center**

#### **Banned Books Reading & Chat**

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<b>1:00 p.m. – 2:15 p.m. in 2259 Kirkhof Center</b> <a href="#">HYBRID</a> <b>sign into Zoom using GVSU credentials ONLY*</b>
<b>Mindful of Inequity</b>
Karen Gipson (faculty), Martina Reinhold (faculty) and Takeelia Garrett (staff)
Mindfulness naturally leads to greater awareness of our lived experience, including our interpersonal relationships. For majority populations, this enhanced self-awareness can facilitate the honest reflection needed to see and address one's own implicit biases. Mindfulness can also ameliorate the impact of microaggressions experienced by minoritized populations, as seeing their systemic nature can depersonalize them. The words of African-American meditation teacher Ruth King are applicable to all forms of identity-based oppression, "Racism is a heart disease, and mindfulness is its cure. The session begins with an experience of the practice of anchoring and participants' reflections on that practice, followed by interactive discussion with and other guided practices by instructors of IDS 105: Mindfulness as a College-Success Tool.
<b>1:00 p.m. – 2:15 p.m. in 2263 Kirkhof Center</b>
<b>Militarism ain't green: how defense spending fuels the climate crisis</b>
Aaron Eddens (faculty), Danielle Gallegos, Emma Chapman, Katlin Dow and Brian Coalter (undergraduate students)
The United States military is one of the world's largest emitters of greenhouse gasses. Yet Americans tend to think climate action means making better individual choices—like recycling or driving less. In this roundtable, we will show how the relationship between military spending and climate change raises important questions about social justice. How does militarism affect historically marginalized communities? Where are resources spent to address climate adaptation and mitigation (and where are they not)? Who wins? Who loses? Each presenter will give brief remarks. We will then engage the audience through a facilitated conversation, starting with small group conversations and then moving to an open dialogue.
<b>2:30 p.m. – 3:45 p.m. in 2201 Kirkhof Center</b>
<b>Sex (un)Education</b>
Kristen Evans, Emily Frigo and Jen Jameslyn (staff members)
What was your experience with sex education in K-12? What did you have to learn - and un-learn - in adulthood? This interactive education and discussion session presented by members of the GVSU Women's Commission (interested advocates, not content experts) will include a review of sex education models, a showcase of related children's literature, resource sharing, and a reflection on how elections and public policy are impacted by the sex education of voters. (Workshop)
<b>2:30 p.m. – 3:45 p.m. in 2204 Kirkhof Center</b> <a href="#">HYBRID</a> <b>sign into Zoom using GVSU credentials ONLY*</b>
<b>Enhancing the Experiences of International Students: Multiple Narratives</b>
Dianne Green-Smith (faculty), Ophelia Zornu and Della Chia (graduate students)
Students come from around the globe to study at GVSU with expectations of what they want to get from this experience. However, students experience disillusionment after arrival and subsequently face unique adaptation challenges. In this Teach-In session, international students will be asked to share their experiences journeying and adapting to GVSU and the larger community. We will be addressing issues from the moment the international students arrive such as transportation, housing, funding, employment, and civil rights, to raise awareness throughout the community. We will engage participants with a series of scenarios that international students face when they first arrive. The participants will propose solutions to the panel and the panel will provide feedback based on the feasibility for international students. The audience will also be given blank index cards to write additional questions throughout the session.
<b>2:30 p.m. – 3:45 p.m. in 2215/16 Kirkhof Center</b>
<b>Motivational Interviewing: Supporting Students of Concern</b>
Emily First, Brian Bossick, and Katie Perschbacher (staff members) with Karen Ruedinger (graduate student)
The Dean of Students Office and the University Counseling Center have partnered together to provide training that focuses on how to engage in conversation with students in distress and how to refer them for support on campus. In this training, participants will learn how to recognize signs that students may be distressed. The training will also provide ways in which faculty and staff can reach out and offer support to students. (Workshop)
<b>2:30 p.m. – 3:45 p.m. in 2227 Kirkhof Center</b>
<b>Banned Books Reading &amp; Chat</b>
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<b>2:30 p.m. – 3:45 p.m. in 2259 Kirkhof Center</b>
<b>Social Emotional Learning and Restorative Practices for English Language Learners</b>
Nagnon Diarrassouba (faculty), Rosemarie Starook (graduate student), Taylor Boro (community partner)
Participants will learn more about social and emotional learning (SEL) and how to engage English learners in SEL activities and routines in the classroom. A PowerPoint presentation will bring awareness to issues that currently exist in our schools/communities and how they affect our diverse student population. Additionally, we will offer strategies currently being implemented in the classroom that will be considered "inclusive practices for culturally and linguistically diverse populations." Our team will provide inclusive practices for culturally and linguistically diverse populations. Hands-on activities, strategies, and resources to promote equality and inclusion will be provided within a "workshop" format and a Q & A period.
<b>2:30 p.m. – 3:45 p.m. in 2263 Kirkhof Center</b>
<b>Maids.Mammies.Mules: Resisting Stereotypes of Black women in Higher Education</b>
Laila McCloud, Ta'les Love and Chasity Bailey-Fakhoury (faculty) and Takeelia Garrett (staff)
In her groundbreaking novel, <i>Their Eyes Were Watching God</i> , anthropologist Zora Neale Hurston argued that Black women are treated as mules because they are "worked tuh death" but aren't recognized for their labor or brilliance. In this panel discussion we will review the stereotypes associated with Black women's labor in higher education. The panelists will share their experiences with misogynoir and offer solutions for the holistic support of Black women staff, administrators, and faculty at Grand Valley State University. (Panel)
<b>4:00 p.m. – 5:15 p.m. in 2201 Kirkhof Center</b>
<b>Tuition Equity: Could tuition be fairer and more equitable?</b>
Nicholas Baine and Karl Brakora (faculty members)
What if commonly used tuition structures are not equitable and result in effectively charging low-income and marginalized communities more for the same credits? This workshop explores tuition structures used at public universities in Michigan and discusses some results of a study into their disparate impact on students. Presenters will begin by sharing recent findings from the study and then guide the audience through a problem solving and action strategy to empower them to seek solutions and take action. This workshop's discussion will be structured to follow a problem-solving and action strategy. The 4 steps include: Define the problem and collect needed data, generate a list of options/solutions, create an action plan, and evaluate the results.
<b>4:00 p.m. – 5:15 p.m. in 2215/16 Kirkhof Center</b>
<b>Supporting Students with Invisible Communication Challenges: Stuttering and Language Disorders</b>
Cara Singer and Courtney Karasinski (faculty members), Abbey Pierce and Laiah Factor (graduate students)
Invisible communication challenges, like stuttering and language disorders, can often go undetected by faculty in the absence of self-disclosure by the student. When faculty do suspect that students may have these challenges, they may be unsure about what to do. This session will focus on educating attendees on these communication challenges, exploring them through the lenses of ableism and linguistic racism, providing tips for facilitating open communication between faculty and students, and sharing resources. Attendees will be invited to consider these challenges from the perspective of both students and instructors through participation in an oral reading activity to consider how students might feel and small group discussions to brainstorm potential faculty support.
<b>4:00 p.m. – 5:15 p.m. in 2227 Kirkhof Center</b>
<b>Banned Books Reading &amp; Chat</b>
Drop by to read and chat about 60-75 books that have been banned or been the targets of potential bans for talking about race, LGBTQI+, or gender inequalities and experiences with "isms" from Pen America's list of banned books.



## Teach-in 2023 Sessions

### Thursday, November 9<sup>th</sup> at Kirkhof Center in Allendale Campus

<b>4:00 p.m. – 5:15 p.m. in 2259 Kirkhof Center</b>
<b>HYBRID sign into Zoom using GVSU credentials ONLY*</b>
<b>Health Equity and Social Determinants: DEI in Healthcare.</b>
Jon Rose and Brianna Chesser (faculty), William Burrell and Harold Gee (graduate student)
Healthcare providers strive to achieve health equity to maximize health outcomes. However, social determinants of health can adversely affect outcomes. Because of this, healthcare providers should be vigilant in identifying the impact of social determinants on an individual's health. This roundtable structured session is an opportunity to explore and extrapolate the importance of health equity, the impact of a health profession's curriculum, and strategies to improve education and health outcomes in the future. The presenter will moderate an interactive discussion on specific topics and student presenters will share their personal experiences and knowledge. During the session, the audience will be encouraged to participate in a Q & A session facilitated by live polling.
<b>4:00 p.m. – 5:15 p.m. in 2263 Kirkhof Center</b>
<b>An Introduction to Restorative Practices</b>
Kristen Evans and Deb Sanders (staff members)
Rooted in peacemaking and justice practices of Native American, First Nation, and other Indigenous peoples, restorative practices seek to acknowledge harm, repair relationship, and strengthen community. These practices can contribute to improved communication, problem solving, engagement, and well-being. This session will provide an introduction to restorative practices, an opportunity to practice using restorative methods, and a review of past, present, and future restorative work at GVSU. The workshop is designed to provide attendees with a sampling of a handful of tools/tenets of restorative practice. The facilitation plan will include an opportunity for participants to practice both restorative questions and affective statements in an interactive format.
<b>5:30 p.m. – 7:30 p.m. in 2204 Kirkhof Center</b>
<b>Closing Plenary Session</b>
<b>5:30 p.m.</b> Closing reception with food, raffles, and Teach-In reflection activity
<b>6:30 p.m.</b> Inspirational remarks by Monique Gray Smith, renowned children's book author