

Teach-In 2025 Session Schedule w/Description

All Face-to-Face sessions on Wednesday, November 12th, will be held
at the Seidman Center, SCB, on the Grand Rapids City Campus



10:30 a.m. – 11:50 a.m. SCB – Forum 1008 B Keynote Address
<i>Opening Plenary</i>
The 2025 Teach-In opens with a Plenary session featuring the history of the Native American Advisory Council and a land acknowledgment, followed by a keynote address from Emmanuel A. Guillory . <i>Light refreshments provided.</i>
12:00 – 12:50 p.m. SCB – Forum 1008 A - Hyflex *sign into Zoom with SSO gvsu-edu domain*
<i>Beyond the Rainbow: Reintroducing the Milt Ford Legacy Collective Part I</i>
DL McKinney (Staff), Callie Youngman (Faculty)
After months of deep reflection, collaboration, and creative visioning, the Milton E. Ford LGBT Resource Center has re-emerged as The Milt Ford Legacy Collective The Rainbow Resource Center. This session invites students, staff, faculty, and community members to explore our renewed mission, vision, and values rooted in belonging, justice, collective care. Together, we'll reflect on the Center's evolution, celebrate its living legacy, and imagine how our shared work can continue building joyful, liberatory spaces for all Lakers to thrive.
12:00 – 12:50 p.m. SCB – Forum 1008 B
<i>Tuition Equity: Is tuition equitable and fair?</i>
Nicholas Baine (Faculty), Karl Brakora (Faculty)
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 share updated findings from their study and guide the audience through a problem solving and action strategy to empower them to seek solutions and act.
1:00 – 1:50 p.m. SCB – Forum 1008 A - Hyflex *sign into Zoom with SSO gvsu-edu domain*
<i>Beyond the Rainbow: Reintroducing the Milt Ford Legacy Collective Part II</i>
DL McKinney (Staff), Callie Youngman (Faculty)
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1:00 – 1:50 p.m. SCB – Forum 1008 B - Hyflex *sign into Zoom with SSO gvsu-edu domain*
<i>From Exclusion to Belonging: Redefining Disability and Neurodivergence in Higher Education</i>
Dr. Nichole Moore (Faculty), Jaxon Martinez (Undergraduate Student)
This presentation explores the historical exclusion of students with disabilities in higher education and the ongoing shift toward authentic inclusion. Participants will examine how equity-oriented teaching and institutional practices redefine disability and neurodivergence as valued dimensions of diversity rather than deficits. Attendees will engage in strategies to foster belonging, implement inclusive pedagogy, and cultivate a campus culture that recognizes differences as essential to learning and community.

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2:00 - 2:50 p.m. SCB – Forum 1008 A - Hyflex <i>*sign into Zoom with SSO gvsu-edu domain*</i>
<i>Universal Design for Learning in Higher Ed</i>
Kimberly Kramer (Faculty), Jaxon Martinez (Undergraduate Student), Nichole Moore (Faculty)
As college campuses become increasingly diverse, faculty and institutions must rethink how teaching and learning environments can equitably support all students. Universal Design for Learning (UDL) offers a research-based framework to proactively design courses that reduce barriers, increase flexibility, and foster belonging for learners with varied backgrounds, abilities, and experiences. This session explores how UDL principles can transform instructional practices and institutional systems in higher education. Additionally, it will highlight how UDL aligns with inclusive excellence initiatives and equity goals across the university.
2:00 - 2:50 p.m. SCB – Forum 1008 B
<i>GVSU in Prison: Understanding the incarcerated student experience</i>
Amy Phillips (Graduate Student), Aaron Yore-VanOosterhout (Staff)
This session will highlight stories from Grand Valley students pursuing a Bachelor of Science degree in Public and Nonprofit Administration while incarcerated. Witnessing the experiences of the first cohort of the Bellamy Creek Program provides us the opportunity to understand deeply what we may have previously encountered only in books or television. Rather than strive solely for empathy, the session asks how these lessons move us to act.
3:00 - 3:50 p.m. SCB – Forum 1008 A - Hyflex <i>*sign into Zoom with SSO gvsu-edu domain*</i>
<i>Mindful of Inequity</i>
Karen Gipson (Faculty), Takeelia Garrett (Staff), Martina Reinhold (Faculty)
Mindfulness leads to greater awareness of our lived experience, including our interpersonal relationships. For historically majoritized 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 historically 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."
3:00 - 3:50 p.m. SCB – Forum 1008 B
<i>BE-LONG-ING: Exploring and Uncovering Identity</i>
Megan Bravo (Staff), Tiburcio Lince (Staff), Anna Miller (Staff)
Join us for an introductory conversation on identity exploration and themes of identity and belonging. Inspired by the work of Kim Dabbs, our session will be based on Kim's concepts of Loved, Learned, Lived, and Lingering Identities. Through a series of interactive, guided conversations, our group will discuss these identities, their influence on how the world perceives us, and how this shapes our interpretation of the world.
4:00 - 4:50 p.m. SCB – Forum 1008 A
<i>An Introduction to Restorative-Based Conflict Prevention & Resolution Part I</i>
Kristen Evans (Staff), Joseph VanArendonk (Staff)
Workshop participants will reflect on their individual conflict styles, learn about basic principles of restorative practice, and gain familiarity with additional resources and tools related to conflict prevention and resolution in the workplace.
4:00 - 4:50 p.m. SCB – Forum 1008 B
<i>The Innovator's Compass: A Creative Problem Solving Tool</i>
David Coffey (Faculty), Lyndsey Smeyers (Undergraduate Student)
When faced with difficult situations it is easy to get overwhelmed and shut down. How do we instead open the creative pathways needed for problem solving? This session explores divergent and convergent thinking through the Innovators' Compass. This tool assists in problem solving by laying a framework to navigate through unfamiliar territory.

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5:00 - 5:50 p.m. SCB – Forum 1008 A
<i>An Introduction to Restorative-Based Conflict Prevention & Resolution Part II</i>
Kristen Evans (Staff), Joseph VanArendonk (Staff)
Workshop participants will reflect on their individual conflict styles, learn about basic principles of restorative practice, and gain familiarity with additional resources and tools related to conflict prevention and resolution in the workplace.
5:00 - 5:50 p.m. SCB – Forum 1008 B - Hyflex *sign into Zoom with SSO gvsu-edu domain*
<i>Supporting Neurodivergent Students: Inclusive Teaching Strategies & Embedded Practices</i>
Elizabeth Davis (Faculty), Jayne Fraley-Burgett (Staff), Ava Klein (Graduate Student), Caitlin Lutz (Undergraduate Student)
Curious about how to better support all kinds of learners? Join us for an engaging session on neurodivergence—an umbrella term that celebrates diverse ways of thinking, learning, and experiencing the world. We'll unpack how different diagnoses can shape learning and share practical, evidence-based strategies to make classrooms more inclusive. Come ready to exchange ideas, rethink old habits, and discover new approaches that help every student thrive!
6:00 - 6:50 p.m. SCB – Forum 1008 A
<i>Beyond the Mind and Body: How Social Inequity Shapes Health Part I</i>
Abigail Daoust (Graduate Student), Brianna Chesser (Faculty), Mikaela Walburg (Staff), Cody VanderHorst (Graduate Student)
Mental and physical health are deeply connected, and systemic inequities play a major role in shaping both. This session will examine how these inequities lead to adverse health outcomes in marginalized communities, focusing on the social determinants of health and institutional barriers that limit access to high-quality care.
6:00 - 6:50 p.m. SCB – Forum 1008 B - Hyflex *sign into Zoom with SSO gvsu-edu domain*
<i>Check Your Bias: A Teach-In on Ableism and Everyday Assumptions</i>
Franchesca Todd (Graduate Student), Brenna Atkins (Graduate Student), Kelly Machnik (Faculty), Megan Martinez (Graduate Student), Nikki Werner (Graduate Student)
An interactive teach-in exploring how ableism and implicit bias shape our perceptions, interactions, and professional practices. Together, we'll unpack the subtle ways that assumptions about ability influence behavior, decision-making, and inclusion.
7:00 - 7:50 p.m. SCB – Forum 1008 A
<i>Beyond the Mind and Body: How Social Inequity Shapes Health Part II</i>
Abigail Daoust (Graduate Student), Brianna Chesser (Faculty), Mikaela Walburg (Staff), Cody VanderHorst (Graduate Student)
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7:00 - 7:50 p.m. SCB – Forum 1008 B - Hyflex *sign into Zoom with SSO gvsu-edu domain*
<i>Voices Without Barriers: Advancing Equitable Communication</i>
Srihimaja Nandamudi (Faculty), and the following Undergraduate Students: Grace Heft, Emma Obremski, Katelyn Sale, Taylor Doyon, Anna Kooima, Jenna Baker, Carlee Campbell, Alyssa Bollini, Emily DeMann
This session explores how to create spaces where all voices are heard, including individuals with speech, language, and hearing disorders, or those using augmentative and alternative communication (AAC) devices. Participants will learn communication strategies to reduce barriers and foster inclusion in classrooms, workplaces, and communities. Through discussion and reflection, this session highlights the importance of equitable communication practices that promote empathy, understanding, and meaningful participation for everyone.

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10:00 – 11:15 a.m. 2250 Kirkhof Center
<i>Banned Books Reading Room & Teach-In Poster Display</i>
Jennifer Stewart (Faculty)
Many classic books - likely including some of your childhood favorites - appear on banned books lists across the country; come explore a variety of banned books and engage with other attendees as you wish. Teach-In posters are also on display in this same space, so you can explore at your leisure. <i>(Note that poster authors will be presenting their posters 4-5:15pm.)</i>
10:00 – 11:15 a.m. 2266 Kirkhof Center
<i>Quiet Reflection and Self-Care Room</i>
This space is open for Teach-In attendees to quietly reflect on what they've learned, decompress between sessions, and/or address their self-care needs. Relaxation tools such as stress balls and adult coloring books, as well as resources from the University Counseling Center, are available at various tables within the room. Out of respect for others, a quiet environment is expected of attendees using this space.
10:00 – 11:15 a.m. 2201 Kirkhof Center
<i>Equity Through Education: Financial Literacy as a Tool for Inclusion</i>
Jake Laveggi (Graduate Student), Landon Abbott (Undergraduate Student), Alfany Rosales Muro (Staff)
Limited financial literacy undermines stability, mental health, and career options. Many low-income and historically marginalized students incur debt without understanding loan terms. Expanding financial education from high school through college equips students to make informed choices, manage debt responsibly, and promote equity in higher education.
10:00 – 11:15 a.m. 2204 Kirkhof Center
<i>Basic Needs Aren't Basic: A Conversation with Replenish Staff</i>
Mimi Sperl (Staff), Benjamin Ohene (Graduate Student)
Food Insecurity on College Campuses has become an increasingly important topic in conversations on academic success and student well-being. Join the Replenish Team as we dive into what food insecurity looks like at GVSU and how our campus food pantry is responding to challenges posed by the recent Federal Shutdown. Attendees will gain an understanding of basic needs services at Grand Valley State University, how to identify when a student is struggling, and how to support Replenish in the fight against hunger.
10:00 – 11:15 a.m. 2215/16 Kirkhof Center
<i>Varietal Writing: Communicating While Black</i>
Leya Shekanena (Graduate Student), Patrick Johnson (Faculty)
This session will explore the linguistic structure behind African American Language (AAL). During the exploration, cultural influences and imposed limitations regarding AAL and its use will be considered. By the end of the session, participants will be challenged to find ways to equitably invite AAL-and other stigmatized varieties-into higher education spaces.
10:00 – 11:15 a.m. 2263 Kirkhof Center - Hyflex <i>*sign into Zoom with SSO gvsu-edu domain*</i>
<i><u>Making Learning More Accessible via Gen AI</u></i>
Feryal Alayont (Faculty), Jamie Hallas (Faculty), Marshall Nicholson (Undergraduate Student)
This interactive workshop explores how generative AI can make learning more accessible for students. We will examine its use in improving digital document accessibility, simplifying language, personalizing content, and supporting study skills. Participants will actively try ideas and share experiences. The session also highlights the need for caution, as AI tools can reflect biases from training data, response language, and cultural context.

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10:00 – 11:15 a.m. 2270 Kirkhof Center

Beyond Consent: Building Cultures of Sexual Health, Safety, and Justice

Meagan Treadway (Staff), Heather Alberda (Staff)

This interactive workshop explores intersections of sexual health, gender equity, and violence prevention. Co-led by the Women's Commission and Student Wellness, the session examines how oppression shapes access to resources and perpetuates harm. Using health promotion and intersectional feminist frameworks, we will unpack narratives around sexuality, stigma, and prevention that impact campus life. Participants will engage in reflection, dialogue, and practice strategies to create safer, inclusive communities moving beyond consent toward fostering cultures of equity, belonging, and holistic well-being at GVSU.

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11:30 a.m. – 12:45 p.m. 2204 Kirkhof Center
<i>The Etiologies of Opioid Addiction and the Creation of a Social Underclass</i>
Dennis Malaret (Faculty), Giselle Torres (Undergraduate Student), Nicholas Gibbons (Undergraduate Student), Andrea Essmaker (Undergraduate Student), Emily Hartwig (Undergraduate Student), Grace Appgar (Graduate Student)
Our aim is not only to address issues such as drug addiction and homelessness in America today, but its etiologies. Students in this panel are not only interested in addressing the extent of the problem and the lack of appropriate governmental response to the issue, including how it has been framed and thus, dealt with. Finally, an attempt to shed light to the root causes of the problem will be discussed.
11:30 a.m. – 12:45 p.m. 2215/16 Kirkhof Center
<i>The Privilege of Physical Ability</i>
Charles Pazdernik (Faculty), Karen Gipson (Faculty)
This session will discuss both obvious and subtle privileges of physical ability status at GVSU. 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.
11:30 a.m. – 12:45 p.m. 2263 Kirkhof Center
<i>Service to Scholar: Advancing the Military-Affiliated Community at GVSU</i>
Caitlin David (Graduate Student), Kate Haynor (Undergraduate Student)
In honor of Veterans Day, a group of military-affiliated students invites the GVSU community to learn more about their experiences on campus and beyond. The session will begin with a presentation of qualitative survey results that highlight key themes and challenges faced by this community. It will conclude with a panel of current GVSU student veterans and active-duty service members sharing their personal stories and answering questions, creating space for connection, awareness, and understanding.
11:30 a.m. – 12:45 p.m. 2270 Kirkhof Center
<i>Deconstructing Masculinity: Healing from Systems That Harm Us All</i>
Holly Jasinski (Staff), Brad Hieftje (Community partner)
Most of us were taught a narrow definition of masculinityone that demands toughness, control, and never showing weakness. Boys and men learn to bury emotions, avoid asking for help, and measure their worth by wealth or power. The pressure to man up contributes to poor mental health, loneliness, failed relationships, and even violence. Join us as we challenge the messages we've learned and find ways to break the cycle for future generations.

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1:00 p.m. – 2:15 p.m. 2204 Kirkhof Center
<i>Wear Your C.R.O.W.N</i>
Raven McClinton (Staff), Takeelia Garrett (Staff)
In this presentation, we will talk about updates to the CROWN Act legislation and its impact on the natural hair movement in educational settings and the workplace.
1:00 p.m. – 2:15 p.m. 2263 Kirkhof Center
<i>Implementing Restorative Practices in a K-12 Schooling Context</i>
Dr. Nagnon Diarrassouba (Faculty), Rose Starook (Graduate Student), Victor Perez (Community partner)
Social and Emotional Learning theories and practices have shown evidence in supporting students achieve academically and socially. Conversely, educators have little knowledge in implementing restorative or socio emotional theories in their pedagogical practices.
Participants will learn how to implement restorative practices or social-emotional learning (SEL) programs focusing on multilingual learners at West Ottawa Public Schools. Additionally, attendees will develop skills and knowledge related to the coordination of efforts to apply restorative practices to build an equitable learning environment.

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2:30 p.m. – 3:45 p.m. 2204 Kirkhof Center
<i>Animals and Humans: Ethics for Everyone</i>
David Killoren (Faculty), Mikey Decator (Undergraduate Student)
The purpose of this session is to explore, clarify, and raise questions about our views about the moral differences between humans and animals. To do this, we'll consider and discuss a number of ethical dilemmas involving both human beings and animals. Your own responses to some of these dilemmas might surprise you.
2:30 p.m. – 3:45 p.m. 2215/16 Kirkhof Center
<i>From Collecting to Connecting - Dear Data @ GVSU</i>
Hazel McClure (Faculty), Laurence Jose (Faculty), Audrey Kelly (Staff)
Dear Data at GVSU is coming this fall! This participatory project invites the campus community members to reclaim data agency by gathering data about an aspect of their lives and visualizing it in postcards. The project, inspired by a year-long collaboration between Giorgia Lupi and Stefanie Posavec, encourages us to explore what data is, gain insights about our lives, discover meaning through design and visualization, and how we can find a sense of belonging by sharing in community.
2:30 p.m. – 3:45 p.m. 2263 Kirkhof Center - Hyflex <i>*sign into Zoom with SSO gvsu-edu domain*</i>
<i>Mindful of Inequity</i>
Karen Gipson (Faculty), Takeelia Garrett (Staff)
Mindfulness leads to greater awareness of our lived experience, including our interpersonal relationships. For historically majoritized 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 historically 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."
2:30 p.m. – 3:45 p.m. 2270 Kirkhof Center
<i>An Introduction to Restorative-Based Conflict Prevention & Resolution</i>
Kristen Evans (Staff), Joseph VanArendonk (Staff)
Workshop participants will reflect on their individual conflict styles, learn about basic principles of restorative practice, and gain familiarity with additional resources and tools related to conflict prevention and resolution in the workplace.

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4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Teach-In Poster Session</i>
Various Presenters
Ten posters on diverse aspects of campus wellbeing, with authors present to discuss their posters. Come learn with us! View pages 10-11 for poster titles and description
4:00 p.m. – 5:15 p.m. 2266 Kirkhof Center
<i>Quiet Reflection and Self-Care Room</i>
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4:00 p.m. – 5:15 p.m. 2204 Kirkhof Center
<i>Ally to Accomplice: Personal and Collective Responsibility</i>
Marlene Kowalski-Braun (Staff), Lauren Enos (Staff), Priscille Habonimanirakiza (Undergraduate Student), Kayla Finley (Undergraduate Student), Josiah Pewitt (Undergraduate Student)
This session explores the meaning and practice of allyship. Through clear definitions and real-life examples, participants will examine the key characteristics of effective allyship and reflect on common pitfalls when it is done poorly. The session invites participants to consider a deeper level of commitment shifting from ally to accomplice by exploring what this paradigm shift entails and why it matters. Participants will engage in critical discussion and skill-building to strengthen their capacity for meaningful, sustained action.
4:00 p.m. – 5:15 p.m. 2263 Kirkhof Center - Hyflex <i>*sign into Zoom with SSO gvsu-edu domain*</i>
<i>Negotiating: Building more Democratic Strategies into Your Pedagogy</i>
Kelly Lormand (Faculty), Jess Blauwkamp (Graduate Student), Fatima El Hasba (Graduate Student)
In this session, we will model how to negotiate the curriculum with any group of students across different levels and subject areas. The process of negotiating encourages students to not only have a voice in the course, but to have decision making power in what is learned and how it is learned. Democratic practices resist authoritarian and oppressive models in schools, which builds our students' skills of collaboration, clear communication, autonomy, and collective decision making.
5:30 p.m. - 7:00 p.m. 2250 Grand River Room Kirkhof Center
<i>Closing Plenary Session</i>
Join us for a celebratory reception with appetizers and mingling to share the insights gained over the two days. The closing plenary session includes a Student Reflection Panel with the following students: Miranda Schriedel (moderator) and panelists Darcy Luis, Tom Johnstone, Brianna Miller, Annah Stang, and Genna Wright.

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Poster Presentations

4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Words Matter: Blooming Through the Evolution of DEI+</i>
Brianna Chesser (Faculty), Dawn S. Brown
The lexicon and language surrounding diversity, equity, and inclusion (DEI) is continually evolving with new terms and associated definitions surfacing depending on historical and current sociopolitical contexts. Adding a plus sign (+) to the DEI initialism emphasizes this natural evolution, represents ongoing growth and expanding knowledge, creates space for transformative language, and invites everyone into ongoing conversations. Bloom's Taxonomy of cognitive learning can provide a framework for better understanding and application of language within health professions education, research, and practice.
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Critical Conversations Connecting Mind and Health: Pew FTLC Pace Initiative</i>
Patricia Bolea (Faculty), Michelle DeWitt (Staff), Jamie Owen-DeSchryver (Faculty), Mikaela Walburg (Staff)
Integrating personal reflection of well-being, health, and mental health into academic contexts has the potential to cultivate student identity development, knowledge, and life skills impacting their lives personally and professionally. The Pace Initiative supports critical conversations about mental health on campus through: sharing of information about campus initiatives, professional development opportunities, sustained collaborative discussions between faculty and staff across the campuses, campus partner presentations, and book studies. Sponsored activities include an annual mental health summit, grant opportunities, cross-disciplinary collaboration, and wellness modules.
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Cultural Factors Related to Disenfranchised Grief in College Students</i>
Jacob Sawyer (Faculty), with students Rachel Kamps, Emerald Maldonado, Iris Newton, Jessica Onasanwo, Kalomoira Ralli
Research has found that around 40-50% of college students have experienced the death of a loved one within the past two years. Bereaved students are at a higher risk of academic challenges, especially in cases where grief is disenfranchised (i.e., not socially acknowledged or validated). This poster will highlight potential forms of disenfranchised grief in college students with a specific focus on multicultural factors related to disenfranchisement. Challenges and opportunities for student support in university settings will be discussed.
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Do Financial Literacy Programs Advance College Accessibility?</i>
Jake Laveggi (Graduate Student), Landon Abbott (Undergraduate Student)
To examine how financial literacy influences college accessibility and affordability, particularly for students from lower-income households and underfunded communities, and to explore strategies for implementing financial literacy programs across all educational levels to advance equity and expand opportunities for historically underserved groups.
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Representation in Motion: Expanding Access and Opportunity in Physical Therapy</i>
Abigail Palmiter (Graduate Student), Todd Sander (Faculty), with students Ashley Newell, Ella Ashe, Mark Carey,
Racial and ethnic minorities remain underrepresented in physical therapy, contributing to inequities in access, representation, and opportunity. Representation in Motion highlights how the imPacT FUND, a community-based initiative supported by GVSU, addresses these disparities through scholarships, mentorship, and outreach. This presentation examines how financial barriers and limited representation create inequity in healthcare education and invites attendees to explore how community partnerships and student-led action can foster equity, belonging, and social justice across campus and beyond.

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4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Gendered Pain: From Gendered Bias to Racialized Injustice in Healthcare</i>
Hannah Scholten, Vanely Bastardo Guzman, Annette Gonzalez-Vazquez
This presentation covers gender inequality in healthcare, focusing on its impact on women of color through the lens of intersectionality. We'll start with background on healthcare and gender inequality. Then examine how ignorance and inaction on smaller forms of gender discrimination like gendered biased comments can turn violent-citing examples like the Puerto Rican birth control trials and the more recent case of Adriana Smith. Finally, we'll explain ways to reduce this discrimination.
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>What can photos reveal about how students cope with stress</i>
Babasola Fateye (Faculty), along with the students in BMS 100.03
Self-directed photos can provide insight into spaces and times in the campus experience in a way that surveys seldom can. We surveyed students and solicited photos that depict how they cope with the stress of college. What can we learn from these photos about how students cope. What can photos tell us about wellness in different student demographics? OR What resources on campus do students use to cope with stress?
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Barriers to physical wellness in undergraduate students at GVSU</i>
Babasola Fateye (Faculty), Grace Mitchell (Student)
What does it mean to students to be physically well? Are the recreational resources on campus equally accessible and utilizable for ALL students? Is the average cost of an exercise class affordable? What sort of incentives will make people adopt healthy habits - a punch card? an app? a raffle? In this session, we will share results of a study on health and wellness and propose solutions from students' perspectives.
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>Seizure and Epilepsy Safety on College Campus</i>
Babasola Fateye (Faculty), Allison VanderWall (Student)
How common are seizures and epilepsy? What does the general population know about them? What could/ should you do if you see someone having a seizure in class or anywhere on campus? How can we educate more people in the future?
4:00 p.m. – 5:15 p.m. 2250 Kirkhof Center
<i>The positive effects of tutoring</i>
Babasola Fateye (Faculty), Gabrielle Peck (Student)
In college students, academic tutoring is proven to be very beneficial to a student's academic performance. Considering that learning disabilities significantly decreased academic performance, this presentation brings attention to barriers and opportunities of having extra tutoring assistance for students with learning disabilities. We will show evidence and examples of the positive effects of tutoring and academic assistance to students, to hopefully encourage more students to seek help