

## Teach-in 2017 Sessions

All sessions on Allendale Campus will be held in the Russel H. Kirkhof Center (KC)

<b>8:30 - 9:45 a.m. 2250 KC</b>
<b>I Don't See Color: The Problem with Color Blindness, and the Movement Towards Color Awareness</b>
<i>Marlene Kowalski-Braun (staff) with ReChard Peel, Chantyl Mitchell, Phillip Todd, Eric Szczepaniak, &amp; Jasmine Jordan (students)</i>
This session will focus on why statements such as “I don’t see race” or “I believe we are all a part of the human race” can be problematic due to the fact that they erase or devalue the experiences of those who hold marginalized racial identities. The facilitators will break down and debunk the myth that ignoring race will solve racial inequities in society and argue that being color-blind hinders racial progress in America. The implications of color blindness at Grand Valley State University and the larger society will be discussed. In addition, facilitators will offer an alternative of being color-aware as a way to move forward in the progress towards racial justice in society. <i>Interactive pedagogy.</i>

<b>8:30 - 9:45 a.m. 2215/16 KC</b>
<b>Sexual Assault: Our Issue</b>
<i>Santiago Gayton (staff) with Sean O'Melia &amp; Taylor Boyd (students)</i>
Three males lead a discussion and a charge against sexual assault, ending the misconception that sexual assault is only a women's issue, when in reality it's all of our issue. Challenges will be presented for everyone to take steps to help stop sexual assaults once and for all. <i>Lecture and discussion.</i>

<b>8:30 -9:45 a.m. 2259 KC</b>
<b>Students' Rights to Their Own Language: Implications for SWS and the FMCWAMA</b>
<i>Lindsay Ellis, Michael Wroblewski &amp; Colleen Brice (faculty), Relando Thompkins-Jones &amp; Patrick Johnson (staff) with Daulton Selke &amp; Teresa Williams (students)</i>
This session will ask hard questions about the dominance of “Standard Written English” on campus. Is it the “Language of Wider Communication” or, as Alim & Smitherman (2012) call it, the “Language of Whiter Communication”? We will review statements by professional associations that affirm students’ rights to their own languages and that advise educators to recognize the rule-governed nature and cultural value of multiple dialects. We will take a look at the SWS and Writing Center strategic plans, both of which affirm the legitimacy of African American language systems and celebrate multilingualism. We will together discuss how the university’s commitment to being inclusive can extend to the treatment of students’ home and community languages. Wrestling with the fact that Edited Academic Written English is the language of power in certain circles, we will brainstorm ways that all students can learn to wield this power, without neglecting to integrate their learning into the dialects that students may need to transform their lives, their professions, and the communities that matter to them. <i>Workshop.</i>

## Teach-in 2017 Sessions

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

### **Trans Inclusiveness at GVSU**

*Jen Hsu-Bishop (staff) & Jae Basiliere (faculty) with Andie Bell, Alexis Brink & Jamie Bick (students)*

Transgender students of various gender identities and backgrounds will share their positive and negative experiences navigating spaces on campus. Participants will learn ways to challenge the assumptions they place on others on a daily basis, as well as practice out-of-the-box thinking to address transphobia and cissexism on campus. Join us as we co-create plans to foster more inclusive environments and break down barriers to access for transgender people at GVSU. *Roundtable.*

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

### **In the Red: Stories of Student Debt**

*Denise Goerisch (faculty) with Juan Arangure, Staci DeBoer, Susan Pete, Erica Clark & Kate Kwiatkowski (students)*

Current GVSU students will share their stories of student debt. For many students, college is conceived as a space in which to improve upon one's position in life but this has become increasingly difficult as ever-increasing costs force many students to obtain public and private loans to pay for their education. While many may believe that students' debt is only bounded by the university, students' engagement with debt are often produced, governed, and lived through other key spaces and actors such as the federal and state government, local economies (e.g. workplaces), and perhaps, most significantly, the students' families and homes. This panel will explore students' relationships with debt (e.g. loan and credit card debt) and how they manage, cope, and live with debt. Additionally students will share how student debt impacts their engagement with campus life. *Panel discussion.*

**8:30 - 9:45 a.m. 2270 KC**

### **Understanding the Significance of Stereotype Threat**

*Kathryn Coffey (faculty) with Kayci Marr & Chantyl Mitchell (students)*

This session will explore stereotype threat as a potential barrier to engagement and as a cause of underperformance, particularly for minority and female learners in mathematics. Fortunately, simply having an awareness that stereotype threat exists is one method that has been identified as a successful way to reduce its effects. Therefore, our primary goal for this interactive workshop is to bring awareness about stereotype threat to both students and faculty. We will present some of the research of Claude Steele and others related to what stereotype threat is and is not, who is affected, its effect on student achievement, health, and the resulting impact on academic and career paths for many students, particularly those who are female and/or identify with any minority group. Finally, we will explore a variety of methods for reducing stereotype threat that can be used by both faculty and students, including affirmations, "wise feedback," and cultivating a growth mindset. Students from Math 097 and Math 221 will participate as co-facilitators. Students enrolled in MTH 097 are often females that identify with a minority group. Students enrolled in MTH 221 are typically female but less diverse. Students will share their experiences and we will provide an extensive list of resources for participants. *Workshop and discussion.*

## Teach-in 2017 Sessions

<b>10:00 – 11:15 a.m. 2250 KC</b>
<b>I'm First: Meeting the Needs of First Generation College Students</b>
<i>MarcQus Wright, Nikki Gaines &amp; Aliya Armstrong (staff) with Perla Perez &amp; Darwin Harris (students)</i>
Grand Valley State University has a large population of first generation college students. This percentage has hovered around 40%, approximately 9000 students. With this many students it is imperative that the university community understand the needs of these students. The TRiO Student Support Services programs serve first generation and limited resourced college students. We use holistic advising approach to help students into and through college. Our approach helps to build cultural capital in our students to empower them with the ability to navigate and succeed in college. We hope to engage GVSU faculty, staff, and students in a fruitful discussion that will allow us to continue to improve on our program as well as share our techniques for others to use throughout the GVSU community. <i>Presentation and panel.</i>

<b>10:00 - 11:15 a.m. 2215/16 KC</b>
<b>Survivor Behavior: Navigating A Culture of Blame</b>
<i>Ashley Schulte (staff) and Kortney Ondayko (student)</i>
This session will be an interactive conversation exploring the ways in which rape culture impacts the experience of survivors of sexual violence. We will discuss the challenges and behaviors of survivors when transposed within a culture of blame. This session will go beyond the typical talk of consent and bystander intervention - aiming to take a deeper look into the ways in which the culture of blame affect survivors' behavior. In addition, this session will explore how prevention efforts impact victim blaming culture - we hypothesize that learning to prevent violence actually helps with support when violence does occur. <i>Engaged pedagogy.</i>

<b>10:00 -11:15 a.m. 2259 KC</b>
<b>Food Justice: Race, Class and Access to the Market</b>
<i>Sharalle Arnold (staff) with Jaedah Pickens &amp; Marissa Kinney (students)</i>
Guided from a systems perspective, participants will be introduced to a food justice framework that offers a rudimentary look at the connection between social justice and food (in) justice. The session intends to move past offering assistance to “hungry people” and proposes examination of a flawed system of government (capitalism, agribusiness, production) that serves as the root cause of food insecurity. The presenters will use an intersectional approach when addressing the overall harm presented by this particular system of oppression and offer examination of how these systems of harm look/feel differently for various communities. Key terms for advocacy in the food movement, opportunities for local/national engagement and an introductory look at college campus food insecurity will be key features. <i>Engaged pedagogy.</i>

## Teach-in 2017 Sessions

<b>10:00 - 11:15 a.m. 2263 KC</b>
<b>Physical Ability Privilege at GVSU</b>
<i>Melba Velez Ortiz, Charles Pazdernik &amp; Karen Gipson (faculty) with Chandler McBride (student)</i>
As discussed by Peggy McIntosh in her “Invisible Knapsack” work, privilege is an unearned asset, comparable to an invisible and weightless knapsack full of all sorts of helpful tools for navigating the environment. These tools include things such as a compass and maps, food and provisions, credit cards and blank checks. Anyone without such tools can see the advantages that such an invisible knapsack of privilege offers, but the owner of the knapsack is unaware of carrying it. This session will discuss both obvious and subtle privileges of physical ability status at GVSU. Personal experiences from students and faculty with a variety of physical impairments (mobility, visual, auditory) will be shared. Q & A for the panelists will combine with interactive discussion of the privilege of physical ability both on and off campus, using lists modeled after the Invisible Knapsack work. <i>Panel with Q &amp; A.</i>

<b>10:00 - 11:15 a.m. 2266 KC</b>
<b>be nice.</b>
<i>Sue Sloop (staff) and Christy Buck (community member)</i>
be nice. is a positive anti-bullying initiative designed to spread awareness surrounding the issues of bullying and the importance of treating people with civility community-wide. By creating awareness, we will minimize and reduce the devastating effects of bullying such as depression and suicide. Bullying is a significant issue within our schools and communities both locally and nationally. The be nice. campaign strives to educate students and community members about how simply "being nice" is an effective way to promote a safe and civil environment within the school and community. To be nice <ul style="list-style-type: none"> <li>• is more than just saying don't bully.</li> <li>• is a strengths-based perspective, and a positive way to minimize bullying. We have learned over the years that just telling someone to stop or don't is negative and often ignored.</li> <li>• is a proactive way to encourage kindness among kids, parents, co-workers, etc.</li> </ul> is all-encompassing. It goes further than just an action. <i>Group Discussion.</i>

<b>10:00 - 11:15 a.m. 2270 KC</b>
<b>Human Trafficking: The Commercial Sexual Exploitation of LGBTQ Youth</b>
<i>Joy Washburn (faculty) and Jessica Heichel (student)</i>
In this session, we will explore the additional risks that LGBTQ youth face in regards to commercial sexual exploitation. While approximately 3 to 5% of youth self-identify as LGBTQ, research indicates that up to 40 percent of runaway and homeless youth identify as LGBTQ. The combination of increased homelessness rates, the stigma of their sexuality, and a lack of adequate resources places them at a higher risk for being trafficked and exploited. LGBTQ youth, especially males, have higher rates of prostitution related offenses, report higher levels of police misconduct, and are less likely to be referred for support services than their straight peers. Learn how you can help to identify, support and assist these exploited youths by breaking down the barriers they face in receiving appropriate services. <i>Interactive presentation and discussion.</i>

## Teach-in 2017 Sessions

<b>11:30 a.m. - 12:45 p.m. 2250 KC</b>
<b>Using new power systems to advocate for a campus dedicated to social justice</b>
<i>Jessica Jennrich (staff) &amp; Danielle Lake (faculty) with Gloria Mileva, Hannah Fernando &amp; Nikhil Watsa (students)</i>
Harnessing lessons learned from an innovative 2016 GV learning community, this session discusses the (1) barriers and risks to collaborative engagement and activism across the GV community as well as (2) opportunities for catalyzing more equitable and inclusive spaces, processes, and systems. By collectively reimagining the current structures, opportunities to empower the voice of all community members--students, staff, faculty, administration, and the surrounding community--can be enacted to catalyze intersectional social justice work. <i>Workshop.</i>

<b>11:30 a.m. - 12:45 p.m. 2215/16 KC</b>
<b>The "Privilege" Your Clothes Show, and the "Power" Your Attire Speaks</b>
<i>Nikki Gaines &amp; Care McLean (staff) with Te'Asia Martin (student)</i>
This session will discuss how fashion trends and cultural appearance can impose oppressive effects on marginalized populations, such as students, employees, women, and transgender identities. In addition, this session will address biases related to natural hair, cultural attire, and the societal oppressions associated with them. Authenticity is especially vital to the productivity of underrepresented populations in the classroom as well as at work. There will be discussion surrounding the various ways these populations can show up to class/work and be received differently. The objectives for this presentation are to: <ul style="list-style-type: none"> <li>· Identify pathways to liberation for underrepresented populations in the classroom and in the workplace through authenticity;</li> <li>· Obtain an overview of and dissect the “authenticity” data from the GVSU 2016 Climate Study;</li> <li>· Understand how cultural appearance and fashion trends intersect;</li> <li>· Gain an understanding of how perceptions of traditional and current fashion trends can be oppressive to some individuals.</li> </ul> This session will include group activities and self-reflection and will conclude this session with the importance of dressing as your authentic self while understanding ones specific academic/professional culture. (This workshop is inclusive of all Genders and Gender Identities.) <i>Workshop.</i>

<b>11:30 a.m. - 12:45 p.m. 2259 KC</b>
<b>Invisible Disabilities: Looking Beyond What You See</b>
<i>Shontaye Witcher (staff) with Brittania Schreurs and Elizabeth Chase (students)</i>
As part of Disability Support Resource’s mission to educate the university community on disability issues, the purpose of this session is to educate the Grand Valley campus community on invisible disabilities. A panel of Grand Valley students with invisible disabilities will be present to answer questions about navigating campus life, accommodations, disability disclosure, perceptions, and supportive measures. The panelist may include students with Autism Spectrum Disorder, Learning Disabilities, Attention Deficit Hyperactivity Disorder, Chronic Health Conditions, or Mental Health Conditions. <i>Panel.</i>

## Teach-in 2017 Sessions

**11:30 a.m. - 12:45 p.m. 2263 KC**

### **It's On Us: Bystander Intervention Training**

*Ashley Schulte (staff) with Betsie Schoedel, Candace Faistenhammer & Draya Garrett (students)*

Bystander intervention is the act of feeling empowered and equipped with the knowledge and skills to effectively assist in the prevention of sexual violence. Bystander intervention doesn't have to jeopardize the safety of the bystander. Bystander intervention and bystander education programs teach potential witnesses safe and positive ways that they can act to prevent or intervene when there is a risk for sexual violence. This approach gives community members specific roles that they can use in preventing sexual violence, including naming and stopping situations that could lead to sexual violence before it happens, stepping in during an incident, and speaking out against ideas and behaviors that support sexual violence. It also gives individuals the skills to be an effective and supportive ally to survivors after an assault has taken place. Bystander intervention can be something as small as someone telling their friend that their sexist language is offensive or as great as a college student calling the police if they witness an act of sexual violence from a dorm window. Regardless of the level of intervention, there are safe ways to help prevent sexual violence. *Workshop.*

**11:30 a.m. - 12:45 p.m. 2266 KC**

### **First Generation College Students**

*Sierra Salaam (faculty) with Terria Crank & Elayne Vaughn (students)*

Many students in high school dream of coming to college and fulfilling their passions, while other students come to college as a way out of their environment or to provide for their families. Students of the latter type are usually first generation college students. During this session, we will be exploring different transitional periods that these students go through during their educational journey. We will discuss some of the advantages and disadvantages, influences and distractions, and life after graduation. This session will expose the audience to ways the university can help first generation college students become successful before, during and after attending college. *Presentation and discussion.*

**11:30 a.m. - 12:45 p.m. 2270 KC**

### **The Educational System: An Agent of Liberation or Oppression?**

*C.J. Mehall (faculty) and Andrea Mehall (community member) with Jordan Drake & Lauren VanSingel (students)*

Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." However, many believe that our current standardized educational system instead serves as a vital gatekeeper to those in power (legitimizing their power and authority) and therefore, can be the greatest tool to sustain oppression. Through a series of interactive and collaborative discussion prompts and activities, participants will engage in a reflective dialogue that will explore these concepts. A tangible outcome of this collaboration involves motivating each participant to continue their own independent investigation into this counter-narrative. *Guided discussion.*

## Teach-in 2017 Sessions

<b>1:00 - 2:15 p.m. 2250 KC</b>
<b>Dialogue, Social Identity and Social Change</b>
<i>Joel Wendland (faculty), Relando Thompkins-Jones &amp; Takeelia Garrett (staff), with Darwin Perry &amp; Bailee Gunderson (students)</i>
This session will use dialogue methods to engage participants in small and large conversations about social identity, power, and privilege. The opening will teach briefly techniques for effective dialogue. There will be a brief discussion and paired dialogue about what social identities are, how we experience them, and their connection to social institutions and systems. We will then break up the larger workshop into smaller stations at various points around the room to discuss "hot topics" related to social identities. The student, staff, and faculty facilitators will be at each station to promote effective dialogue, affirming inquiry, and reflective listening. The objectives for this session will be to allow students to engage in practices related to intergroup dialogue, to be able to define and identify the concept of social identity and the intersections of social identities in their lives, and to participate in dialogues on the connections of social identity to power and social systems. <i>Workshop.</i>

<b>1:00 - 2:15 p.m. 2215/16 KC</b>
<b>Student Perspectives on Religion, Spirituality and LGBTQ+ Identities: Navigating the Intersections</b>
<i>Katie Gordon (staff) with Jake Carter, Derek Zuverink &amp; David Pettersch (students)</i>
This session will focus on the experiences of students negotiating both LGBTQ+ identities and religious/spiritual identities. The session will include a panel of students that possess varying identities among these intersections. The panel will be designed to underscore the diversity and complexity of experiences and narratives that exist within the intersections of religious/spiritual and sexual/gender identities, and will be aimed at challenging cultural assumptions that position these identities as conflicting and contradictory. The questions will be curated to provide the panelists with opportunities to discuss the integration of their religious/spiritual and LGBTQ+ identities within the contexts of their campus communities as well as the current cultural landscape. The session developed as a collaboration between Campus Interfaith Resources and the Milton E. Ford LGBT Resource Center. <i>Moderated student panel.</i>

<b>1:00 - 2:15 p.m. 2259 KC</b>
<b>The Invisible Five Percent: Latin@s at Grand Valley State University</b>
<i>Salvador Lopez (staff) &amp; Salvador Lopez-Arias (faculty) with Jessica Solis &amp; Juan Mascorro-Guerrero (students)</i>
Close to five percent of students at Grand Valley State University self-identify as Latina/o or Hispanic. Latin@s are often discussed in sweeping generalizations as if all Latin@s are the same, that they all speak Spanish or have trouble getting into college but Latin@s form a part of a very diverse group of people that can't always be identified by the naked eye. Latin@s inhabit a gender spectrum and are represented by all races and ethnicities, making it especially difficult for those looking to categorize this group into one dominant identity. In this roundtable discussion, presenters will talk about their everyday lived realities of power, privilege, and marginalization. Learn about the lives of Latin@ students, staff, and faculty at GVSU and what it's like to feel marginalized based on stereotypes, racism, and discrimination. Walk away with a stronger understanding of how to talk and listen to one another but best of all, how to use your privilege, voice, and presence to fight racism and injustice regardless of your race, ethnicity legal status, gender sexual orientation or any other identity. <i>Roundtable.</i>

## Teach-in 2017 Sessions

<b>1:00 - 2:15 p.m.    2263 KC</b>
<b>Seeing Over the Fence: Equity vs. Equality</b>
<i>V'Lecea Hunter (staff) and Tanisha Kuykendall (student)</i>
<p>Why is there a need for cultural centers and programs on our campus? The purpose of college is to attain a degree and develop the necessary skills to become a well-rounded citizen. Institutions have put resources and services in place to assist ALL students in their collegiate career. We call this EQUALITY! Yet, minority students continue to face barriers that could reduce progression to graduation. To better serve minority students, there is a high demand for centers and programs that specifically focus on assisting this population of students. According to research, cultural centers and programs, student staff relationships and safe spaces on campus will increase academic success. We call this EQUITY! In this session, we will discuss the importance of promoting equity on college campuses to better assist ALL students based on their specific needs! Come and learn about how we can help ALL students see over the fence and obtain their degree! <i>Interactive workshop.</i></p>

<b>1:00 - 2:15 p.m.    2266 KC</b>
<b>Tracing GVSU Student Activism</b>
<i>Kimberly McKee (faculty) and Andrew Collier (student)</i>
<p>Beginning at GVSU's founding, student activism has been at the heart of its history. This session documents the organizing work of students from marginalized groups throughout GVSU's history. As campuses across the nation become involved in movements supporting #BlackLivesMatter, #SayHerName, and the rights of the LGBTQ community and undocumented students, a new student-activist has emerged. Activism has become part of the university experience for students committed to social justice, which is why this project historicizes campus activism to broader events occurring across the U.S. We will discuss the importance of documenting student activism. Andrew Collier will highlight the themes and trends in activism based on decade, drawing upon his extensive review of student newspapers - The Lanthorn and alternative student newspapers. Participants will be encouraged to reflect on the importance of coalition building in movements for social justice. We will examine the effectiveness of coalitions to enact change on college campuses across the country. Kimberly McKee will contextualize the work of current GVSU students' on topics such as #NODAPL, #SanctuaryCampus, and #BlackLivesMatter in relation to national discussions related to social justice. <i>Engaged pedagogy.</i></p>

<b>1:00 - 2:15 p.m.    2270 KC</b>
<b>Workers' Rights</b>
<i>Richard Hiskes (faculty) with Kaitlyn Henderson, Brianna Miranda, Matthew Siemasz, John Grofvert &amp; Alexandra Lazarou (students)</i>
<p>About a year ago, Oxfam America began the Poultry Worker Campaign for the purpose of highlighting the importance of workers' rights by describing the conditions that poultry factory workers face every day. The poultry companies abuse their power, and workers endure terrible conditions, such as unfair compensation for work, high rates of injury and illness, and an overall climate of fear. Of the 250,000 workers, the vast majority are minorities, immigrants, refugees, and even prisoners. Many of these poultry workers may not fully understand their rights, and they face extreme racism and prejudice within the factories. Some workers have tenuous immigration status, and cannot risk their status by striking back against their employer. These minority workers may not have other options, and they need to have money to feed their families, either here or in their home country. In addition, many individuals do not speak English and cannot adequately argue against or protest their treatment. It is also more difficult for these individuals to obtain help from nearby law enforcement officers, who may only speak English. <i>Workshop.</i></p>

## Teach-in 2017 Sessions

### Sessions on Allendale Campus

<b>2:30 - 3:45 p.m. 2250 KC</b>
<b>The Room Where It Happens: How Difficult Decisions Are Made</b>
<i>Eileen Sullivan, Marlene Kowalski-Braun &amp; Jesse Bernal (staff) with Ella Fritzemeier &amp; Brandon Fitzgerald (students)</i>
Featuring a panel of administrators and student leaders, this session will use an analogy from the hit musical Hamilton, "The Room Where It Happens," to explore challenging campus tensions, multiple interests, and difficult, values-based decision making dealing with social justice issues. This session is designed to provide a practical framing of negotiating campus issues and developing a broader institutional perspective from both student and administrative positions. Those on "the outside" of the room may assert that individuals on the inside lack the ability to "frame shift" and see multiple vantage points until they are in a position in which they are forced to quickly learn and utilize this skill set. The session will feature panelists sharing personal narratives wherein decisions and negotiations are made "behind closed doors." By highlighting various social justice scenarios, panelists will reflect upon the value conflicts, and multiple perspectives and interests within various situations, all the while offering practical advice to consider and lessons learned in effectively work with others who may see situations differently. <i>Panel with contextual grounding and Q &amp; A.</i>

<b>2:30 - 3:45 p.m. 2215/16 KC</b>
<b>Engaging, Increasing, and Sharing First Generation College Student Experiences Studying Abroad</b>
<i>Ariel Arnold, MarcQus Wright &amp; Care McLean (staff) with Yaneli Perez &amp; Alyssa Waid (students)</i>
"If we were meant to stay in one place, we would have been born with roots instead of feet." - Hosca Kal Study abroad is a profound educational experience that should be accessible to all students, but "an array of financial, cultural, and institutional obstacles often discourage underrepresented students from even thinking about studying abroad" (Dessoiff, 2006). GVSU resources, such as the TRiO program, exist to support the needs of underrepresented students and to encourage students of color, students with limited income, and first generation students to pursue this opportunity. Study abroad plays a major role in a student's development, so more offices and departments should encourage this high impact practice. This presentation will focus on how to encourage, educate, and support underrepresented college students regarding study abroad. Current GVSU students will share their experiences studying abroad, including the challenges they faced before, during, and after their study abroad experience. <i>Presentation and student panel.</i>

<b>2:30 - 3:45 p.m. 2259 KC</b>
<b>Check Your Privilege: Dominant Identities in Our Society</b>
<i>Melissa Baker-Boosamra (staff) with Fluarry Jackson, Leah Bristoll &amp; Garret Riley (students)</i>
The content of this session will challenge individuals to take a look in the mirror and will encourage individuals to re-examine the roles their current identities play in society in relation to power, privilege and oppression. The aim will be to cause discomfort which is necessary to promote growth. Starting with a historical context of how the dominant identities in our society have utilized their power to create a system which functions and perpetuates on their traditional ideals, the conversation will then shift to how these traditional ideals oppress and marginalize targeted identities while giving the dominant identities privilege and power. Lastly, we will discuss how we as people perpetuate the system unconsciously, and how we can think about disrupting the system moving forward. <i>Workshop and discussion.</i>

## Teach-in 2017 Sessions

<b>2:30 - 3:45 p.m.    2263 KC</b>
<b>Ew, That's Gross! Myths, Stigmas, Taboos and Why Women's Health Conversations are so Messy</b>
<i>Jennifer Palm (staff) &amp; Katie Barnhart (faculty) with Jordyn Lawton &amp; Eugenia Browner (students)</i>
This will be an interactive conversation about the difficulties that surround conversations about menstruation. The presentation will include historical context for feminine hygiene products as well as an international look at menstruation practices and products. Myths and misinformation about items related to menstruation will be discussed. Taboos and stigmas will be confronted and addressed. Participants will have the opportunity to engage in discussion, shared lived experiences, and overcome internal barriers to talking about periods and period products. A broad overview at women's health care will be provided along with an intersectional look at access to feminine hygiene products (noting issues of power and privilege). <i>Workshop.</i>

<b>2:30 - 3:45 p.m.    2266 KC</b>
<b>Do You See Me Now? The Invisible Labor of Black Women in Higher Education</b>
<i>Allison Montai &amp; Sharalle Arnold (staff) with Jaedah Pickens &amp; DeAndrea Hollowell (students)</i>
In one of Scandal's most memorable quotes, Papa Pope told his daughter Olivia Pope, "You have to be twice as good to get half as much", a statement that rang true for many black women and women of color. This session will explore the labor and emotional tax that black women expend while navigating higher education as students and as staff. The presenters will draw upon larger systems of oppression such as white supremacy, patriarchy, and capitalism, and how they render black women invisible as well as the impact of the "emotional tax" on their work and academic performance. Participants will learn ways to examine critically structures of oppression and brainstorm ways to help alleviate the burden that black women and women of color face. <i>Engaged pedagogy.</i>

<b>2:30 - 3:45 p.m.    2270 KC</b>
<b>The Privilege of Not Knowing</b>
<i>Jamillya Hardley &amp; Matthew Delaney (staff) with Kenya Shakir (student)</i>
The session will begin with an activity designed to get participants moving and discussing based upon their stance with some topical social justice related statements. The content presented will focus on privileged identities and the common response of privileged identities to the realities that exist outside of that privilege (guilt, fragility, etc.) and how that is a barrier to the success of all students at a Historically White Institution. Finally, application will be made through the lens of how identity shapes the conversation around "black," "blue," and "all" lives matter movements. <i>Workshop.</i>

## Teach-in 2017 Sessions

<b>4:00 - 5:15 p.m.    2250 KC</b>
<b>Dinner Conversations (or not): When Politics Split Families</b>
<i>Lisa Perhamus &amp; Lois Owens (faculty) with Darwin Harris, Kaitlyn Rzepka, Brianne Sochocki, &amp; Joshua Stinger (students)</i>
Without making assumptions of who makes up people’s family units or the notion that all folks eat dinner together around a kitchen table, this session builds upon the metaphor of “talking around the kitchen table.” The heightened national tension among people in these post-election times is also within our families. While many families feel unified in their fear and pain, and many families feel enjoined by their shared sense of hope, an incredible number of families are experiencing splits within their own family units about the thoughts and feelings that the recent presidential election has heightened. This dialogue-driven session will focus on the personal impact of when politics splits our families. “I love you, but I cannot talk to you.” How do we handle this truth? How do stay true to ourselves but move forward as a family? <i>Roundtable.</i>

<b>4:00 - 5:15 p.m.    2215/16 KC</b>
<b>Identity Impact: Sharing Stories about the Effect of Identity</b>
<i>Relando Thompkins-Jones (staff) with Saulo Ortiz &amp; Nicholas Scobey (students)</i>
Every person holds multiple identities that impact and shape their experiences. Some of those identities include gender, race, sexual orientation, ability, and body type. While some identities may be more salient to oneself than others, all identities affect how we experience the world around us. Through an interactive activity, participants will reflect on how social identities have impacted them. This activity aims to create meaningful dialogue and self-reflection around lived experiences of oppression and privilege. <i>Roundtable.</i>

<b>4:00 - 5:15 p.m.    2259 KC</b>
<b>Difficult Conversations: Examining the Systemic Discrimination in the US Criminal Justice System</b>
<i>Jennifer Friesema (faculty) with Ami Parke, Gabriella Ghattas &amp; Lindsay Gutting (students)</i>
Recent news coverage of multiple shootings of and by law enforcement has led to often emotional conflict amongst community members. This teach-in will utilize an evidenced based and intersectional approach to the discussion of the historical and sociopolitical forces of discrimination in the criminal justice system that has led to an overwhelming distrust amongst some communities. Student presenters will provide interactive learning activities for participants to critically reflect on the social barriers that are faced in contemporary criminal justice system in hopes to better understand the complexity of this issue. This learning experience will conclude with open dialog from participants and a call for collective action. <i>Workshop.</i>

## Teach-in 2017 Sessions

<b>4:00 - 5:15 p.m.    2263 KC</b>
<b>Fostering Real Intersectionality in Post-Trump America</b>
<i>Allison Montaie (staff) with Anne Livingston, Michaelyn Mankel &amp; Aly Phillips (students)</i>
<p>The day after Donald Trump was elected president, walking around GVSU's campus felt like attending a funeral. Few people seemed pleased, fewer seemed to have expected this outcome. While this election, and its results were a source of shock, chaos and sociopolitical turmoil for most Americans, it was not entirely unpredictable. The choice between Clinton and Trump brought to a head the sociopolitical anxieties of second-wave feminism and moral conservatism. This collision and this president could have been predicted. This presentation will engage with the, often, problematic term of "intersectionality," and how it can be used and applied genuinely in order to do something in the wake of our current social climate. Those of us with varying degrees of privilege must strive to use our voices in ways that empower others to speak, instead of speaking for others. We must be radically intersectional if we are to change the environment that we, in part, enabled. This means being uncomfortably honest with history and where we have led it.</p> <p><i>Engaged pedagogy.</i></p>
<b>4:00 - 5:15 p.m.    2266 KC</b>
<b>Bias in the News: What's Real?</b>
<i>Kim Ranger, Cara Cadena, Jennifer Torreano &amp; Debbie Morrow (faculty) with Francesca Golus &amp; Audrey Yeiter (students)</i>
<p>Given the speed of social media and ease of sharing, it is very easy to live in news bubbles which reflect what we already know. Professors challenge students to use authoritative sources in assignments. If GVSU students, staff, or faculty experience "information culture shock" when new reports are at odds with what we believed to be true, what do we do next? How do we understand the world when our sense of reality is challenged? How do we weigh information? What is a fact and how do we identify authority in this current climate of anti-establishment and anti-intellectualism? <i>Interactive workshop.</i></p>
<b>4:00 - 5:15 p.m.    2270 KC</b>
<b>Outcome Driven Learning: Extended Applications Through Understanding</b>
<i>Diane Kimoto Bonetti (faculty) with Heather Kehoe &amp; Ariana Hernandez (students)</i>
<p>Outcome-Driven Learning (ODL) is a student-driven model of understanding that is based upon the elements of communication, action learning, personal development, and employability with impacts (Kimoto, Kehoe, &amp; Hernandez, 2016; Kimoto, Mulder, Jackson, &amp; Franco, 2012). ODL is specifically created to enhance the skills of students in seeking real solutions for real problems (Kimoto, 2007, 2010, 2011; Kimoto, Frasco, Mulder, &amp; Juta, 2009). In particular, ODL highlights the impact of social equity as it applies to the creation of mentor relationships which combat discrimination. Communication is the starting point for identifying instances of inequity and finding suitable resolutions for the fair and transparent treatment of all individuals in any environment. Action learning promotes the assistance of mentors, whose valuable experience and advice, facilitate students in identifying discriminatory practices. Personal development requires students to evaluate their prospective fields for the ways in which they may succeed or fail in addressing discrimination. Finally, the "heart and soul" of ODL grows out of a belief that education "passes the torch of knowledge to the next generation" (Head, Reiman &amp; Thies-Springhall, 1992). <i>Roundtable workshop.</i></p>

## Teach-in 2017 Sessions

<b>6:00 - 7:15 p.m. 2250 KC</b>
<b>Act on Racism: Intersections Between Black Lives Matter and Immigration Reform</b>
<i>David Martin (faculty) &amp; David Hayes (community member) with Irma Y Ramirez, Amina Mohamed &amp; Chinyere Aririguzo (students)</i>
Act on Racism (AoR) is a GVSU-based performance group that reenacts racial incidents based on true stories. AoR members will share personal narratives that speak to the experiences of navigating racial, economic, and xenophobic oppression. This session will explore the intersections between the Black Lives Matter and Immigration Reform movements. A panel discussion will follow to allow audience members to deconstruct the narratives. Audience members will be able to recognize the necessity of intersectional work across student activism, community engagement, and social movements. <i>Engaged pedagogy and panel discussion.</i>

<b>6:00 - 7:15 p.m. 2215/16 KC</b>
<b>Power, Privilege, and Allyship in the LGBTQIA+ Community</b>
<i>Amy Campbell (staff) with Jasmine Ward, Vi Ray Wazny &amp; Kelly Darcy (students)</i>
Post-election and its impact has been a conversation rampant on nearly all social medial facets, particularly revolving around the role of the ally. Is wearing a safety pin enough? How do we challenge homophobia and oppression without blurring a line? Is sharing a Facebook post considered a means of support? This session will focus on the LGBTQIA+ community and the role of allies. Many allies are concerned about the impact of their involvement in activism, often concerned about crossing any boundaries and thus creating a community of silence. This guided discussion will provide participants a safe space to ask questions about being LGBTQIA+ and how to be a reactive ally. Participants will learn about their privilege, its role in activism/social justice, and how it can be used to create change without crossing boundaries. <i>Guided discussion.</i>

<b>6:00 - 7:15 p.m. 2259 KC</b>
<b>Unpacking Rape Culture</b>
<i>Laura Walter (faculty) with Alyssa Philips, Kimberley Duncan, Jessica Goodwin, &amp; Brianna Bost (students)</i>
In this session <i>Eyes Wide Open</i> will discuss and create conversation about rape culture. Beginning with a working definition of rape culture, <i>Eyes Wide Open</i> will provide examples of rape culture in the United States and discuss how rape culture perpetuates gender stereotypes, gender roles, and sexual assault. By elaborating on rape culture and encouraging dialogue we intend to educate attendees and equip them with the tools to fight towards ending rape culture. <i>Roundtable.</i>

## Teach-in 2017 Sessions

<b>6:00 - 7:15 p.m.    2263 KC</b>
<b>Difficult Personal and Professional Dialogues About Sexism and Violence with ReACT!</b>
<i>Alli Metz (faculty) and Rachel Dziabuda (student)</i>
Ever wonder what to say when your friend tells a rape joke, or your family makes a sexist comment, or your co-worker assumes you agree with their misogynistic views? This session is designed to uncover how sexual violence is normalized and ingrained in everyday conversations. GVSU's peer-educator theatre troupe, ReACT!, will use interactive theatre and facilitation to create an open and safe space for GVSU faculty, staff, and students about how to approach difficult dialogues with friends and family members who use sexist language, and how it impacts society and culture today. In addition, GVSU faculty, staff, and students will become more informed about utilizing appropriate and supportive dialogue if/when a victim/survivor chooses to disclose a sexual assault to them. By engaging in meaningful, facilitated conversation, participants will become more informed and empowered to raise awareness about rape culture and support sexual assault survivors. <i>Workshop.</i>

<b>6:00 - 7:15 p.m.    2266 KC</b>
<b>The Impact of Microaggressions on Everyday Interactions</b>
<i>Claudia Leiras &amp; Alisha Davis (faculty) with Marilyn Gilbreath (student)</i>
Microaggressions are subtle insults directed towards an individual or a group of people as a way to “put down” the targeted individual/group affect every interaction one experiences. These are often unconscious statements that affirm stereotypes one may have regarding a particular individual/group. Individuals perpetrating microaggressions often intend no insult/offense and tend to be unaware of the harm they are causing the targeted individual/group. This interactive session will explore common microaggressions experienced and both their short and long-term impact. Various experiential activities and discussions will occur throughout the session to reinforce the subject matter. <i>Interactive workshop.</i>

<b>6:00 - 7:15 p.m.    2270 KC</b>
<b>Coming to Terms with and Understanding Our Own White Privilege</b>
<i>Chadd Dowding (staff) with Maria Beelen (student)</i>
This session is intended to encourage white individuals to take a self-reflective and proactive approach to confront systemic white power and privilege. What is a white person's role and dynamic in an interracial discussion? Do you ever find yourself uncomfortable or unable to approach a discussion on race? How can recognizing and addressing white silence and privilege help us dismantle the systemic racism that exists in our daily lives? We hope to tackle these questions and more, utilizing the work and research done by well-known racial and social justice educator, Dr. Robin DiAngelo. <i>Presentation and discussion.</i>

## Teach-in 2017 Sessions

### Sessions on Allendale Campus

<b>7:30 - 8:45 p.m.    2250 KC</b>
<b>Promoting Justice through Shared Values: Service Learning, Civic Engagement, and Interfaith Cooperation</b>
<i>Katie Gordon &amp; Melissa Baker-Boosamra (staff) with Sydney Watson &amp; Adnan Omran (students)</i>
In this session, students and staff from Campus Interfaith Resources and the Community Service Learning Center will explore how service learning, civic engagement, and interfaith cooperation can promote dialogue and justice. The models for these practices all emphasize dialogue across difference, humanizing the other through relationships and common action, and addressing shared social needs. These projects result in meaningful collective advocacy and change, as well as a healthier, more pluralistic democracy. At the end of the day, service and interfaith both aim for participants to get to know, work with, and love our neighbors. The presenters will share what the approaches of civic engagement, service learning, and interfaith cooperation offer colleges and communities and particularly student experiences. We will then engage in a dialogue activity around Shared Values, exploring how one value - such as hospitality, conservation, or alleviating poverty - is articulated in various religious, spiritual and secular traditions. In closing, there will be an action piece for students to walk away with, motivating them to exercise these ideas individually or at an upcoming service-day project. <i>Presentation and roundtable dialogue.</i>

<b>7:30 - 8:45 p.m.    2215/16 KC</b>
<b>Pepper Spray, the Buddy System, and the Meaning of Rape Culture</b>
<i>Ashley Schulte (staff) with Malayna Hasmanis (student)</i>
As our student body has been made more and more aware of recent reporting matters of sexual assault within our Laker community, we have focused largely on the numerical value in said reportings. Reactions centered around anxiety and fear have been the true catalyst behind continuously perpetuating stereotypes and myths too often tied to sexual assault as a whole. In this session, we aim to unpack the meanings of rape culture and how many of our social norms may be feeding into them today. <i>Roundtable.</i>

<b>7:30 - 8:45 p.m.    2259 KC</b>
<b>Black Muslim Women: Their intersections and invisibility</b>
<i>Donald Mitchell (faculty) with Amina Mohamed, Mai MohamedNour &amp; Kenya Shakir (students)</i>
We live in an era of sexism, anti-blackness, and islamophobia. But what happens when you embody all three identities? This session will explore real-life narratives of Black Muslim Women, a complex identity that is hidden in conversations surrounding race, religion, and gender. The presenters will draw on their personal experiences of being Black, whether American born or coming from diverse parts of the African diaspora, while also identifying as Muslim women living in America. The presenters will draw definitions from critical race theory and postcolonial criticism to explain the manifestations of Black Muslim Women identity. Our goal is for participants to be able to explain the complexities behind the intersectionality of the Black Muslim Woman identity. <i>Panel.</i>

## Teach-in 2017 Sessions

<b>7:30 - 8:45 p.m. 2263 KC</b>
<b>Affirming Inclusion at GVSU</b>
<i>Karen Gipson &amp; Felix Ngassa (faculty) with Ella Fritzeimer &amp; Brandon Fitzgerald (students)</i>
At this time of discord on the national level, there is a great need for all members of the GVSU community to come together to reaffirm our common goals of education and inclusion. This session, co-hosted by leaders of Faculty Senate and Student Senate, will offer participants the opportunity to discuss ideas for fostering the kind of education that produces citizens who think critically and to creating a campus environment where all voices are valued. <i>Roundtable.</i>

<b>7:30 - 8:45 p.m. 2266 KC</b>
<b>The Invisibility of Black and Brown Bodies in Recreation Spaces</b>
<i>Sharalle Arnold (staff) with Jasmine Ward &amp; Wendy McFarland (students)</i>
Although sports, exercise, fitness, and other recreation activities have all been well-researched in the literature as beneficial to health and wellness, in recreation spaces, there still seems to be an image and color of those who participate. Those who utilize recreational spaces are thought to be white and fit, creating a detrimental impact to those who are neither. This session will identify the barriers to recreation found in an assessment of the Recreation Center and highlight the pilot program that was designed as a way to increase the number of women of color engaging in fitness and wellness. This session will ask participants to identify the ways in which recreation be exclusive to students of color while simultaneously privileging those who are not and what they can do as users to challenge this stigma. <i>Workshop.</i>

<b>7:30 - 8:45 p.m. 2270 KC</b>
<b>Effective Strategies for Meetings</b>
<i>Liz Williams (staff) with Taylor Boyd &amp; Rachel Reynolds (students)</i>
Over the course of the Fall 2016 semester, the three presenters were part of meetings where they felt their voices were not heard or their opinions were not valued by the larger majority. Through this discussion-style presentation, practical examples will be shared regarding how to overcome obstacles and have difficult dialogue in challenging environments. These topics will include: navigating the hierarchy of meeting participants, the recent presidential election, providing constructive criticism in a meaningful fashion, and validating underrepresented ideologies. Students enrolled in MTH 097 are often females that identify with a minority group. Students enrolled in MTH 221 are typically female but less diverse. Students will share their experiences and we will provide an extensive list of resources for participants. <i>Workshop/engaged pedagogy.</i>

## Teach-in 2017 Sessions

### Sessions on Pew Campus

**8:30 - 9:45 a.m. 107C DEV – University Club**

**Promoting Justice through Shared Values: Service Learning, Civic Engagement, and Interfaith Cooperation**

*Katie Gordon & Melissa Baker-Boosamra (staff) and Sydney Watson & Adnan Omran (students)*

In this session, students and staff from Campus Interfaith Resources and the Community Service Learning Center will explore how service learning, civic engagement, and interfaith cooperation can promote dialogue and justice. The models for these practices all emphasize dialogue across difference, humanizing the other through relationships and common action, and addressing shared social needs. These projects result in meaningful collective advocacy and change, as well as a healthier, more pluralistic democracy. At the end of the day, service and interfaith both aim for participants to get to know, work with, and love our neighbors. The presenters will share what the approaches of civic engagement, service learning, and interfaith cooperation offer colleges and communities and particularly student experiences. We will then engage in a dialogue activity around Shared Values, exploring how one value - such as hospitality, conservation, or alleviating poverty - is articulated in various religious, spiritual and secular traditions. In closing, there will be an action piece for students to walk away with, motivating them to exercise these ideas individually or at an upcoming service-day project. *Presentation & Roundtable Dialogue*

**8:30 - 9:45 a.m. 122E DEV - Loosemore Auditorium**

**Health IQ: Exploring Educational Barriers to Quality Health Care**

*Patty Stow-Bolea (faculty) with Nic Scobey & Jessica Janecke (students)*

Access to quality healthcare is greatly impacted by several social determinants of health such as economic stability, neighborhoods, education, food, community/social context and the health care system itself. This presentation will focus mainly on educational barriers and how differences in one's social support gives rise to barriers. Attendees will be challenged to test their health IQ and knowledge of the Affordable Care Act. Then, after presenting research and explaining current educational policy, the presenters will apply the material by connecting to real life examples to consider how intersectionality impacts access to quality health care for individuals with marginalized identities. *Engaged pedagogy.*

## Teach-in 2017 Sessions

**10:00 - 11:15 a.m. 107C DEV – University Club**

### **Racial Bias and the Death Penalty**

*Naoki Kanaboshi & Patrick Gerkin (faculty) with Ayris Gonzalez (student)*

While Michigan and several other states abolished the death penalty, courts in the United States do not consider that the death penalty is by itself a cruel and unusual punishment prohibited by the Eighth Amendment. Courts claim that if properly imposed and administered, execution is still an acceptable punishment for certain offenses. However, can the death penalty be properly imposed? Some suggest that conscious or unconscious racial bias in the criminal justice and court system have made it impossible for the death penalty to be properly imposed. This session will analyze and discuss this suggestion with the audience. *Engaged pedagogy.*

**10:00 - 11:15 a.m. 122E DEV - Loosemore Auditorium**

### **Know Your Community: Demographic Study in Community Disparities**

*Susan Carson (faculty) with Amy Plescher, Kelsey Prosch-Jensen, Megan Wills & Josh Vanderlaan (students)*

As members of our community it is important to understand the differences across a city's neighborhoods, as well as to see and understand the power of place within the community. In this interactive session, two areas will be explored that are not far from the GVSU Allendale Campus and the DeVos Center downtown. Learning about the disparities in opportunities can potentially increase our awareness and knowledge of society's needs and empower us as socially responsible global citizens. Building relationships and connections within a community develops greater understanding of the experiences of families and neighborhoods. *Engaged pedagogy.*

## Teach-in 2017 Sessions

**11:30 a.m. - 12:45 p.m. 107C DEV – University Club**

**Locker Room Talk: Grab 'em by the \*\*\*\*\*!**

*Dianne Green-Smith (faculty) and Lori Strehler (student)*

How are men taught directly and indirectly to view women? How do the conversations men have with other men shape their thinking and actions? According to an October 2016 article in Psychology Today, although men may not think their private conversations are impacting their actions and subsequent thought patterns, they're wrong. Their brains are making associations that create an implicit bias. While businesses and policy makers have identified the problems associated with sexual objectification and found ways to address and curtail them, a less overt form of sexual objectification is still accepted. This acceptance is explicit in phrases such as "you can look, but you can't touch", "boys will be boys", and "locker room talk". These beliefs lay the foundation for seeing women's bodies as sexual parts, rather than holistically and may be setting the stage for treating women like sex objects (Gervias Vescio, Forster, Maass, & Suitner, 2012). Using recent research as well as media images we'll discuss how men learn their view of women and how it impacts their outlook in relationships, in the workplace, and their worldview. Gervais, S. J., Vescio, T. K., Förster, J., Maass, A., & Suitner, C. (2012). Seeing women as objects: The sexual body part recognition bias. *European Journal of Social Psychology*, 42(6), 743-753. doi:10.1002/ejsp.1890 Paresky, P.B., (2016, Oct 10). What's wrong with locker room talk? Psychology Today. Retrieved from <https://www.psychologytoday.com/blog/happiness-and-the-pursuit-leadership/201610/whats-wrong-locker-room-talk> Roundtable, with emphasis on group discussion.

**11:30 a.m. - 12:45 p.m. 122E DEV - Loosemore Auditorium**

**Implicit Bias Against Individuals With Excessive Weight**

*Karyn Butler (faculty) and Akmal Saydazamov (student)*

While many prejudices, such as sexism and racism, have been brought to the attention of society and openly condemned, discrimination against people of excessive weight continues unchallenged in many cases. It continues to be socially acceptable to discriminate against obese persons. For many of us, this discrimination is implicit. This workshop will address the issues that promote bias against persons of excessive weight, including genetic influences, health concerns, and media influence. The workshop will include a ten minute presentation of the causes and health concerns surrounding obesity. The workshop will then do a few role playing examples of how the bias is expressed in everyday life. Following small group discussions will address how participants personally, and how society in general, have engaged in perpetuating the bias. *Workshop.*

## Teach-in 2017 Sessions

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

**be nice.**

*Sue Sloop (staff) and Christy Buck (community member)*

be nice. is a positive anti-bullying initiative designed to spread awareness surrounding the issues of bullying and the importance of treating people with civility community-wide. By creating awareness, we will minimize and reduce the devastating effects of bullying such as depression and suicide. Bullying is a significant issue within our schools and communities both locally and nationally. The be nice. campaign strives to educate students and community members about how simply "being nice" is an effective way to promote a safe and civil environment within the school and community. To be nice

- is more than just saying don't bully.
- is a strengths-based perspective, and a positive way to minimize bullying. We have learned over the years that just telling someone to stop or don't is negative and often ignored.
- is a proactive way to encourage kindness among kids, parents, co-workers, etc.
- is all-encompassing. It goes further than just an action. *Group Discussion.*

**1:00 - 2:15 p.m. 122E DEV – Loosemore Auditorium**

**Student Perspectives on Power and Privilege in the Classroom**

*Dana Munk & Chasity Bailey-Fakhoury (faculty) with Amina Mohamed, Irma Ramirez & Elayne Vaughn (students)*

What is it like to experience a predominantly white classroom, taught by a white faculty member, as a student from an underrepresented or historically marginalized group? What are acts of bias these students witness and experience from their fellow classmates, faculty, or even via course materials? How do such incidents impact students' sense of belonging and ability to learn in the classroom? This session will feature a panel discussion with diverse GVSU students across disciplines. Cornerstone to this session, students will provide suggestions to help faculty and fellow students build a more inclusive teaching and learning environment. Discussion will focus on student to student interaction, faculty to student interaction and course materials. *Panel with Q & A.*

## Teach-in 2017 Sessions

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

### **It's On Us: Bystander Intervention Training**

*Ashley Schulte (staff) with Betsie Schoedel, Candace Faistenhammer & Draya Garrett (students)*

Bystander intervention is the act of feeling empowered and equipped with the knowledge and skills to effectively assist in the prevention of sexual violence. Bystander intervention doesn't have to jeopardize the safety of the bystander. Bystander intervention and bystander education programs teach potential witnesses safe and positive ways that they can act to prevent or intervene when there is a risk for sexual violence. This approach gives community members specific roles that they can use in preventing sexual violence, including naming and stopping situations that could lead to sexual violence before it happens, stepping in during an incident, and speaking out against ideas and behaviors that support sexual violence. It also gives individuals the skills to be an effective and supportive ally to survivors after an assault has taken place. Bystander intervention can be something as small as someone telling their friend that their sexist language is offensive or as great as a college student calling the police if they witness an act of sexual violence from a dorm window. Regardless of the level of intervention, there are safe ways to help prevent sexual violence. *Workshop.*

**2:30 - 3:45 p.m. 122E DEV – Loosemore Auditorium**

### **Lesbian, Gay, Bisexual, Transgender (LGBT) Older Adults: A Move Towards Anti-Ageism in Our Community**

*Grace Huizinga (faculty) with Cassandra Cummings, Jordyn Ebbitt & Denise Letourneau (students)*

In an effort to improve equity and inclusion within our community, education related to ageism and LGBT older adults is extremely important. There have been recorded incidents of lack of acknowledgment, hostile acts, and out-right refusal of care based on gender expression and sexual orientation within this population. Graduate, undergraduate, and faculty from the Kirkhof College of Nursing will collaboratively present such incidents as well as how they can be identified and prevented while maintaining human dignity. Utilizing social justice, intersectional, and inter-professional frames, ageism will be included as it relates to inequality and systems of oppression. The intent of this presentation is to raise awareness, generate dialogue, and prevent harm. *Roundtable.*

## Teach-in 2017 Sessions

**4:00 - 5:15 p.m. 107C DEV – University Club**

### **Making Sense of Disenfranchised White Americans**

*Jamie Langlois (faculty) and Zoe Sidiropoulos (student)*

As students and academics we are taught to use logic and reasoning to make strong arguments. However, the recent election demonstrates that some commonly held frameworks are being shattered by feeling and beliefs. This workshop will examine a case situation in Grand Rapids where 1300 disenfranchised Americans applied for 5 open positions. This example highlights the desire of an uneducated portion of society's attempt to gain upward mobility. When 1295 people are left without employment; who provides answers that sound plausible? When the political and societal systems become too complicated for a high school graduates to understand they have no choice but to rely on their feelings and beliefs. *Workshop.*

**4:00 – 5:15 p.m. 122E DEV – Loosemore Auditorium**

### **Pepper Spray, the Buddy System, and the Meaning of Rape Culture**

*Ashley Schulte (staff) and Malayna Hasmanis (student)*

As our student body has been made more and more aware of recent reporting matters of sexual assault within our Laker community, we have focused largely on the numerical value in said reportings. Reactions centered around anxiety and fear have been the true catalyst behind continuously perpetuating stereotypes and myths too often tied to sexual assault as a whole. In this session, we aim to unpack the meanings of rape culture and how many of our social norms may be feeding into them today. *Roundtable.*

## Teach-in 2017 Sessions

**6:00 - 7:15 p.m. 107C DEV – University Club**

**Students' Rights to their Own Language: Implications for SWS and the FMCWAMA**

*Lindsay Ellis, Michael Wroblewski & Colleen Brice (faculty), Relando Thompkins-Jones & Patrick Johnson (staff) with Daulton Selke & Teresa Williams (students)*

This session will ask hard questions about the dominance of “Standard Written English” on campus. Is it the “Language of Wider Communication” or, as Alim & Smitherman (2012) call it, the “Language of Whiter Communication”? We will review statements by professional associations that affirm students’ rights to their own languages and that advise educators to recognize the rule-governed nature and cultural value of multiple dialects (National Council of Teachers of English 1974/2014; American Association for Applied Linguistics). We will take a look at the SWS and Writing center strategic plans, both of which affirm the legitimacy of African American language systems and celebrate multilingualism. We will together discuss how the university’s commitment to being diverse and inclusive can extend to the treatment of students’ home and community languages. Wrestling with the fact that Edited Academic Written English is the language of power in certain circles, we will brainstorm ways that all students can learn to wield this power, without neglecting to integrate their learning into the dialects that students may need to transform their lives, their professions, and the communities that matter to them. *Workshop.*

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

**I'm First: Meeting the Needs of First Generation College Students**

*MarcQus Wright, Nikki Gaines & Aliya Armstrong (staff) with Perla Perez & Darwin Harris (students)*

Grand Valley State University has a large population of first generation college students. This percentage has hovered around 40%, approximately 9000 students. With this many students it is imperative that the university community understand the needs of these students. The TRIO Student Support Services programs serve first generation and limited resourced college students. We use holistic advising approach to help students into and through college. Our approach helps to build cultural capital in our students to empower them with the ability to navigate and succeed in college. We hope to engage GVSU faculty, staff, and students in a fruitful discussion that will allow us to continue to improve on our program as well as share our techniques for others to use throughout the GVSU community. *Presentation and Panel.*

## Teach-in 2017 Sessions

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

### **Power Dynamics in Health Care and Disparity of Health Services**

*Jennifer Friesema (faculty) with Mehreteab Mengsteab, Courtney Madary, Katelynn Krause & Stephanie Moon (students)*

Access and use of quality health care services continue to be a barrier for a significant portion of the US population despite legislative efforts to reduce health disparities. This teach-in will present history and recent research of health inequalities and discuss the human and financial costs of health disparities in the United States. Student leaders from GVSU and MSU will guide learning activities to assist participants' understanding of their own experiences with the power dynamics in health care. Interactive and proactive discussion groups will examine specific concerns for under-resourced populations. Participants will become better informed health care consumers and advocates for equality in the US health care system.

*Roundtable.*

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

### **Humanness of the Homelessness in Grand Rapids**

*Heather Wallace (faculty) with Karyn Schmaltz, Sarah Kawsy & Holly Cieslinkski (students)*

Grand Rapids has been engaged in continuous evolution of urban renewal in recent years which as lead to gentrification of the city center. While these changes have brought about positive impacts to be sure, they have also fostered a substantial increase of homelessness in our community. This teach-in will use evidence to discuss the effects of gentrification in Grand Rapids by examining the demographic shifts in homelessness. Further, the student leaders will provide interactive learning opportunities to aid in the understanding of the everyday activities of homeless populations and how these differ from the experiences of the GVSU community. Lastly, this teach-in will educate participants on the local resources and allow for an interactive discussion about how GVSU students, faculty and community members can take action for empowerment and advocacy. *Workshop.*