

# Central Michigan University 9th Annual Diversity Symposium



**EMBRACING THE "I" IN  
DEIJB**

# Day 1- Schedule Overview

Wednesday, April 24

<b>8:45 AM - Bovee UC Rotunda</b> Fireside Chat with President Davies		
<b>9:30 AM</b>	Session 1A: Implications for Student Learning from 18 Panels with Marginalized Identities <b>Terrace Room A</b>	Session 1B: Consumers Energy Inclusion Champions: Inviting Everyone to the Table <b>Terrace Room C</b>
<b>10:40 AM</b>	Session 2A: Perceptions of Intercultural Competency and Understand of Systems of Oppression Among Rural Social Work Agencies and Staff <b>Terrace Room B</b>	Session 2B: Where does Bias Live in CMU's Department Bylaws? <b>Terrace Room D</b>
<b>11:30 AM - Bovee UC Rotunda</b> Keynote Luncheon with Holliday Simmons, MSW		
<b>1:00 PM</b>	Session 3A: Uncovering Minstrelsy in the Life of American Popular Culture <b>Terrace Room A</b>	Session 3B: InSciTE: An equity-based approach to STEM education <b>Terrace Room C</b>
<b>2:10 PM</b>	Session 4A: Raising Awareness on Students Inclusive Classroom <b>Terrace Room B</b>	Session 4B: Inclusivity Matters- Navigating Through Culturally Responsive Advising for International Student Success <b>Terrace Room D</b>
<b>3:30 PM</b>	Session 5A: Promoting Inclusion and Belonging in the Online Classroom <b>Terrace Room A</b>	Session 5B: Making Space for DEI&B: Creating Inclusive Communities through Collaboration, Facilities Management, and Planning <b>Terrace Room C</b>

# Welcome to the 9th Annual Central Michigan University Diversity Symposium

April 24 - 26, 2024

DAY 1

Wednesday, April 24



## FIRESIDE CHAT WITH PRESIDENT DAVIES

*Dr. Robert O. Davies; Central Michigan University President*

This is a facilitated dialogue with CMU President Bob Davies about the state of equity, inclusion, justice and belonging in higher education.

**8:45 AM | Bovee UC Rotunda**

## Session 1A: Implications for Student Learning from 18 Panels with Marginalized Identities

*Matt Johnson; Professor of Higher Education, Department of Counseling, Educational Leadership, and Higher Education*

*Xantha Karp; Professor, Department of Biology*

This presentation reports on findings and important implications for learning from 18 panels with students with marginalized and minoritized identities. We will explore tensions these students face in the classroom and strategies to better support their belonging, inclusion, and learning.

**9:30 AM | Terrace Room A**

**Track D: Inclusive Ways to Promote Student Success**



## Session 1B: Consumers Energy Inclusion Champions: Inviting Everyone to the Table

*Sidney Coville; Journeyman Electric Meter Services Union DE&I Inclusive Culture Team, et al.*

As Inclusion Champions for Consumers Energy, Michigan's largest combination utility company serving every county in the lower peninsula and employing 8,200, we encounter many different people with many different views on diversity, equity, and inclusion (DEI). Everyone brings something to the table; we are all part of diversity. By meeting people where they are, and extending grace and empathy, we find that even those who might be adamantly against DEI have ideas, viewpoints, and lessons that help with continuous growth. Inclusion Champions are a team of Union and exempt employees working side by side to: Foster safe spaces to have open and honest discussions around DEI, addressing the reasonings and concerns of those resistant Focus on education and tools that support problem-solving, allyship, and emotional intelligence, we aim to plant the seeds for future growth and critical thinking Communicate and share the story of the benefits and positive impacts of embedding DEI through an organization's culture, people experience, and business operations Help people see inclusion as a part of their everyday safety at work.

**9:30 AM | Terrace Room C**

**Track A: Inclusion in the Workplace/Organizations**



## Session 2A: Perceptions of Intercultural Competency and Understand of Systems of Oppression Among Rural Social Work Agencies and Staff

*Lissa M. Schwander; MSW, PhD, Associate Professor  
MoniQue Miller; CMU BSW Student*

Many CMU students participate in extensive internship opportunities during their time in college. CMU's location in a rural community in mid-Michigan can pose obstacles for BIPOC and Queer students who often enter internship spaces with concern and uncertainty about the cultural competency of supervisors, coworkers, and clients/customers. This presentation will include a review of literature to identify issues and concerns regarding the racial and cultural competency of university community partners providing internship opportunities for undergraduate social work students. Particular focus will be given to internship placements in the rural communities surrounding CMU's campus. The primary goal of the presentation is to open dialogue to better understand the issues and concerns faced by BSW students in internships with regard to safety, implicit bias/microaggressions, and cultural competency of agency staff and supervisors. Participants will be invited to share experiences and stories as well as discuss solutions to helping BIPOC and Queer students feel not only safe but included.



**10:40 AM | Terrace Room B**

**Track A: Inclusion in the Workplace/Organizations**

## Session 2B: Where does Bias Live in CMU's Department Bylaws?



*Kirsten Weber; Professor, School of Communication, Journalism, and Media*

*Tracy Galarowicz; Associate Dean of the College of Science and Engineering*

*Katrina Piatek-Jimenez; Department of Mathematics*

*Kimberly O'Brien; Department of Psychology*



Research on higher education consistently finds that overly vague or ambiguous policies disproportionately negatively impact individuals who are marginalized or members of underrepresented groups. One way to combat these biases is to employ clear policies, processes, and criteria. Because women have traditionally been underrepresented and disadvantaged within the STEM (science, technology, engineering, and mathematics) fields, the aim of this project was to assess the clarity of Central Michigan University bylaws, identify areas of potential bias, and offer language to mitigate bias.

**10:40 AM | Terrace Room D**

**Track A: Inclusion in the Workplace/Organizations**



## KEYNOTE LUNCHEON WITH HOLIDAY SIMMONS, MSW

Holiday Simmons (he/him) is the founder and Lead Practitioner at Southern Soul Wellness, a holistic mental health and spiritual wellness practice. Through somatic coaching, organizational wellbeing support, and generative conflict mediation, Southern Soul Wellness supports individuals and social justice organizations in the healing and transformation of mind, body, community, and the planet.



**11:30 AM | Bovee UC Rotunda**

## Session 3A: Uncovering Minstrelsy in the Life of American Popular Culture



*Tyler Sonnichsen;  
Lecturer, Geography &  
Environmental Studies*

Pop Culture in the United States, like American History at large, must address uncomfortable realities about its past (and present) to embrace what has made it remarkable. Early forms of American music, theater, and eventually film, radio, and television are inextricable from the minstrel show – generally speaking, mockery of African-Americans by white performers and audiences. However, as with anything in popular culture, the realities, appeals, and most influential performers exist within gray areas. As this lecture argues, much of the most persevering and influential American art – all the way from The Marx Brothers’ *Duck Soup* (1933) to Gambino’s “This is America” (2018) – has happened as a reaction to minstrelsy rather than embrace of it.

**1:00 PM | Terrace Room A**

**Track C: Inclusive Culture, Media, and Communication**

## Session 3B: InSciTE: An equity-based approach to STEM Education



*Dr. Wiline Pangle; Program Director, InSciTE, College of Science and Engineering, CMU*

We will present the InSciTE (Integration of Science, Technology, and Engineering) program to illustrate how we are re-inventing STEM education by putting equity first. Our session will present specific practices used in the classroom that support inclusive inclusive STEM teaching.

**1:00 PM | Terrace Room C**

**Track D: Inclusive Ways to Promote Student Success**

## Session 4A: Raising Awareness on Students Inclusive Inclusive Classroom

Having engaged in professional development trainings, academic presentations, workshops, and academic teaching, I have come to understand diversity, equity, belonging, and inclusion as a body of merit representing diverse identities defined by race, gender, identity, culture, ethnicity, disability, and expression. Creating a space for individual acceptance in my classroom and eliminating any doubt of conscious and unconscious biases with a student, promotes an embodied experience that is not limited to the student's gender, age, language, ethnicity, sexual orientation, social class, or ability to perform in the classroom; rather, it establishes a cultivated classroom culture of respect, collaboration, recognition, and acceptance that breaks down silos in students. My intentional goal for this presentation is to raise awareness and demonstrate how to promote students' growth, experience of belonging, confidence, and success in a learner -inclusive environment / institution.

**2:10 PM | Terrace Room B**

**Track D: Inclusive Ways to Promote Student Success**



*Queen Umeana, PhD;  
Faculty of Geography &  
Geographic Information  
Systems, Department of  
Social Sciences, Delta  
College*



## Session 4B: Inclusivity Matters - Navigating Through Culturally Responsive Advising for International Student Success

*Parveeza Gala; Assistant Director, Master of Science Administration*

HEI professionals advising international graduate students need to acknowledge and understand the relevance of culturally responsive advising that is unique in international contexts and learn to navigate a wide range of cultures to ensure students' success and inclusion. This session will provide the attendees the opportunity to investigate and reflect on real case scenarios of advising international students and understand the nuances of competent advising for international students especially in their first year of college experience in the US.

**2:10 PM | Terrace Room D**

**Track D: Inclusive Ways to Promote Student Success**



## Session 5A: Promoting Inclusion and Belonging in the Online Classroom

*Jon Humiston; Director of Noncredit and Alternative Enrollment*

*Matt Johnson; Professor of Higher Education, Department of Counseling, Educational Leadership, and Higher Education*

This session explores CMU's online student enrollment trends and why students with marginalized identities might prefer online courses. We summarize the experiences of online learners in empirical literature. Moreover, we discuss inclusive teaching practices for online environments.

**3:30 PM | Terrace Room A**

**Track D: Inclusive Ways to Promote Student Success**



## Session 5B: Making Space for DEI&B: Creating Inclusive Communities through Collaboration, Facilities Management, and Planning



*Charles Stephen; Associate Director of Residence Hall Services, Residence Education, and Housing Services, Michigan State University*

*Christopher C. Stone-Sewalish; Associate Director for Business Operations, Residence Education and Housing Services, Division of Student Life & Engagement, Michigan State University*



Student living-learning spaces should be welcoming and functional for everyone. Yet, traditional facilities management practices can unintentionally exclude or disadvantage certain groups from fully engaging in student learning. This presentation explores the importance of Diversity, Equity, and Inclusion (DE&I) in facilities planning and the approach we have adopted at Michigan State University. We'll delve into how physical spaces can impact people and showcase real-world examples. Learn how to integrate DE&I principles throughout the facilities management process, from data collection and needs assessment to design, construction, and ongoing maintenance. Discover strategies for creating inclusive spaces through a commitment to Universal Design and long-range asset projects planning for a growing diverse student population. This session raises awareness of the partnerships between facilities management and higher education professionals in fostering more equitable and inclusive environment living learning for students, families and guests.

**3:30 PM | Terrace Room C**

**Track B: Inclusive Program/Project Development**

# Day 2 - Schedule Overview

## Thursday, April 25

<b>8:30 AM - Bovee UC Rotunda</b> Roundtable on Inclusion in Education with Provost Nancy Mathews		
<b>9:30 AM</b>	Session 1A: Using Inclusive Teaching Practices to Model Equity, Inclusion, and Culturally Responsive Interpersonal and Leadership Practices <b>Terrace Room A</b>	Session 1B: The Importance of Inclusion in Sustainability <b>Terrace Room C</b>
<b>11:00 AM - Bovee UC Rotunda</b> Vice Presidential Signature Session: Equity-Minded Finance in Higher Education		
<b>1:00 PM</b>	Session 2A: Inclusion Imperative: Trans People and Research Studies <b>Terrace Room A</b>	Session 2B: Indigenous Representation and Inclusion: CMU Libraries Critical Cataloging and Reparative Description <b>Terrace Room C</b>
<b>2:10 PM</b>	Session 3A: A Rock and a Hard Place: How do "I" Look in American Pop Culture <b>Terrace Room B</b>	Session 3B: Communications for Inclusion: Action for Change <b>Terrace Room D</b>
<b>3:30 PM</b>	Session 4A: Navigating to Justice: How Youth Programs Support the Positive Development of Black Youth <b>Terrace Room A</b>	Session 4B: Listening for Inclusion and Equity <b>Terrace Room C</b>

## Roundtable on Inclusion in Education with Provost Nancy Mathews



*Dr. Nancy E. Mathews; Central Michigan University  
Provost/Executive Vice President*

This is a facilitated dialogue with CMU Provost/Executive Vice President Nancy Mathews about inclusion in education.

**8:30 AM | Bovee UC Rotunda**

## Session 1A: Using Inclusive Teaching Practices to Model Equity, Inclusion, and Culturally Responsive Interpersonal and Leadership Practices



*Georgina Wilson Ed. D.;  
Assistant Professor,  
Department of Counseling,  
Educational Leadership and  
Higher Education*

The landscape of education is changing. Higher Education Faculty are positioned to impact the future through their students. As equity, inclusiveness, and cultural responsiveness is actualized in more work places and professional environments, a strategy professors can employ to support students is to model inclusive, equitable, and culturally responsive practices and intention in instruction and course design choices by incorporating inclusive teaching. The outcome for higher education classrooms where inclusive teaching is the practice produces a sense of belonging for students. The tenets of inclusive teaching will be shared during the presentation. Additionally, specific instructional and course design strategies will be highlighted, as well as feedback provided by educational leader preparation students. Participants will also be invited to complete the Inclusive Teaching Strategy Inventory.

**9:30 AM | Terrace Room A**

**Track B: Inclusive Program/Project Development**

## Session 1B: The Importance of Inclusion in Sustainability

*Claire DeBlanc; Sustainability Coordinator*

*Lauren Dey; Sustainability Coordinator*

*Mason Squillets-Peterson; Sustainability Coordinator*

*Zoey Archbold; Sustainability Coordinator,*

*Central Michigan University Central Sustainability*

Sustainability is widely accepted as something we should strive towards. Unfortunately, sustainability is often perceived as something that can only be attained by those with excess resources. This perception is due to a lack of accessibility to sustainability, which is a result of leaving groups of people out of the conversation. It is critical to look at sustainability holistically and ensure that projects, policies, and programs meant to increase sustainability do so through an intersectional lens. If sustainability initiatives do not consider DEIJ, they are not likely promoting intersectional sustainability. If initiatives are not promoting intersectional sustainability, there is a good chance that they are not truly sustainable.

**9:30 AM | Terrace Room C**

**Track B: Inclusive Program/Project Development**



## Vice Presidential Signature Session: Equity-Minded Finance in Higher Education

*Andreason Brown; Chief Financial Officer, Spencer Foundation*

*David McGhee; Chief Financial Officer, The Steve Fund*

*Regina Sharma; Director of Development, Detroit Justice Center*

*Jesse Bernal; Chief of Staff/Chief Diversity Officer, GVSU*

This year's vice presidential signature session engages panelists in a conversation about equity-minded finance and budgeting within the context of higher education. Our panel of experts will discuss how campus leaders can best construct ways to embed equitable practice in budgeting, resource allocation, and other financial considerations related to university operations and organization.

**11:00 AM | Bovee UC Rotunda**



**ANDREASON  
BROWN**  
CHIEF FINANCIAL  
OFFICER  
SPENCER  
FOUNDATION



**DAVID MCGHEE**  
CHIEF EXECUTIVE  
OFFICER  
THE STEVE FUND



**REGINA SHARMA**  
DIRECTOR OF  
DEVELOPMENT  
DETROIT JUSTICE  
CENTER



**JESSE BERNAL**  
CHIEF OF  
STAFF/CHIEF  
DIVERSITY  
OFFICER  
GVSU

## Session 2A: Inclusion Imperative: Trans People and Research Studies



*Aiden James Kosciesza; Assistant Professor of Communication and Media Arts, School of Communication, Journalism, and Media*

This presentation urges researchers working at any level -- undergraduate, graduate, or faculty -- to include transgender, nonbinary, and other gender-diverse people in research studies. Best practices for measuring and reporting gender and for incorporating gender beyond the binary are discussed.

**1:00 PM | Terrace Room A**

**Track B: Inclusive Program/Project Development**

## Session 2B: Indigenous Representation and Inclusion: CMU Libraries Critical Cataloging and Reparative Description

*Mariagabriella Stuardi; Special Collections Cataloging Librarian (Faculty), Clarke Historical Library*

*Marian Matyn; Archivist (Faculty), Clarke Historical Library;  
Brady Cramer, Metadata Strategist, Libraries Acquisitions & Resource Management*

In the world of libraries there are access points within the catalog that allows researchers to find the resources that they need. There the quality of sources' description becomes a fundamental element that actively fosters and inspires research. At Clarke Historical Library we are currently working to change the way in which we describe our holdings so that we and our work can be part of a more just, respectful environment. Our presentation will discuss our Critical Cataloging and Reparative Description Project, which we began in 2020. We will describe what we have accomplished, are doing, and our future goals to support DEI goals and our researchers.

**1:00 PM | Terrace Room C**

**Track A: Inclusion in the Workplace/Organizations**



## Session 3A: A Rock and a Hard Place: How do "I" Look in American Pop Culture

*Yang Jiao, PhD; Director of DEI at Midland Public Schools*

This presentation examines the "symbolic annihilation" of minorities in American pop culture: they are either under-represented or represented under the terms of the dominant culture. Although the most stark "stereotypical" images in mass media were gradually being "fixed" over the past couple of decades, the deep-rooted power structure behind the media content still remains. How can we teach our youth, the heavy consumers of pop media, to challenge this injustice?



**2:15 PM | Terrace Room B**

**Track C: Inclusive Culture, Media, and Communication**

## Session 3B: Communications for Inclusion: Action for Change



*Anjam Chaudhary; Michigan State University  
Henry Mochida; Michigan State University*

During this interactive session participants will learn how to integrate and practice inclusive communications to foster a sense of belonging for underrepresented communities in their organizations and institutions. Presenters will share examples of how changes in communications contributed toward creating a more welcoming and safer environment for students, staff, and faculty on university campuses.

**2:15 PM | Terrace Room D**

**Track C: Inclusive Culture, Media, and Communication**





## Session 4A: Navigating to Justice: How Youth Programs Support the Positive Development of Black Youth

*Dr. Gina McGovern; Assistant Professor, Human Development and Family Studies*

*Michyah Jones; CMU Senior, Psychology*



Black youth have a unique racialized experience in the United States, the result of laws, policies, and attitudes that perpetuate psychological and physical violence (Perkins, 1993; 2005). At the same time, many Black youth have demonstrated strengths that can buffer these negative effects. Extensive research shows the development of a strong and positive racial-ethnic identity as one of the strongest protective and promotive factors for Black youth; it is connected to well-being, health, higher educational ambitions and achievement, and improved life outcomes (see Hughes et al., 2016; Zirkel & Johnson, 2016). Black youth can also benefit from sociopolitical development that increases their critical consciousness; analysis of social inequities helps youth to gain political efficacy and agency to resist and challenge marginalization (Freire, 1990; Watts et al, 1999; Diemer et al, 2016). Out-of-school programs can be a prominent context for this learning to occur (Murray & Milner, 2015). Matthews et al (2019) propose that the two developmental processes of ethnic-racial identity and critical consciousness intersect as youth understand themselves in a racialized world. Our systematic review of 30 studies of out-of-school programs for Black youth shows how programs protect youth from race-related stress and promote youth's racial-ethnic identity and critical consciousness development. The preliminary results of our reflective thematic analysis (Braun & Clarke, 2022) suggest these programs help youth navigate toward justice through processes of reflection, connection, and action as youth explore the past, their present, and a shared future. Program leaders foster safe and positive environments, incorporating culturally relevant content that connects youth to a historical legacy of justice-seekers. Program activities provide explicit opportunities for youth to develop positive Black youth identities as part of this lineage and to explore how historical harms have shaped their own racialized experiences. CONT.

Youth learn skills and tools that can contribute to their individual success and their catalytic role in taking action for a more just future for the Black community. Our findings specify research-backed recommendations for out-of-school program practices that support positive Black youth development.

**3:30 PM | Terrace Room A**

**Track B: Inclusive Program/Project Development**

## Session 4B: Listening for Inclusion and Equity



*Andy Blom, PhD; Department of Anthropology, Philosophy, and Religion*

*Jared Halter, PhD; Department of Anthropology, Philosophy, and Religion*

Listening is an essential skill for inclusive leaders in every setting. How do we listen in ways that invite deeper understanding, empathy, and connection? How do we recognize cultural and organizational norms that create exclusion and work to reshape those patterns through the ways we listen to each other? In this interactive workshop, we will explore and practice ways of listening that focus on the goal of understanding across different perspectives and lived experiences. (Any audiences would benefit from the session; we had to choose one, higher ed professionals, but the session would be appropriate for all.)

**2:15 PM | Terrace Room C**

**Track C: Inclusive Culture, Media, and Communication**

# Day 3 - Featured Sessions

## Friday, April 26

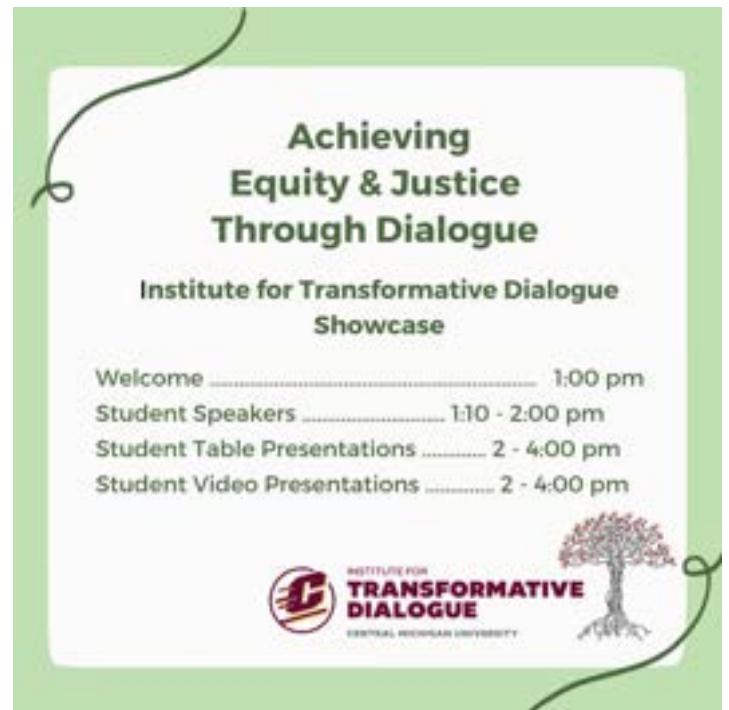
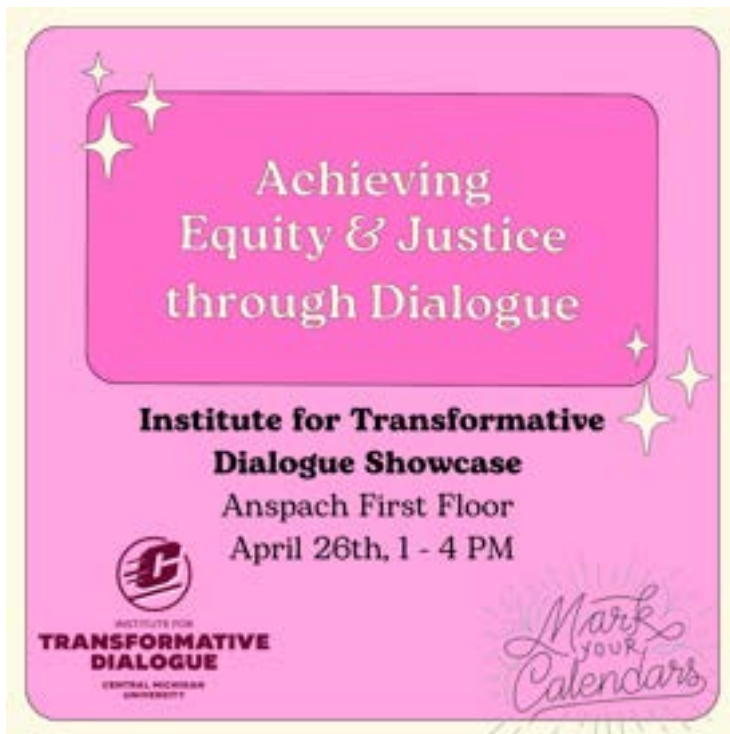
### The Institute for Transformative Dialogue Showcase: Achieving Equity & Justice through Dialogue

Friday, April 26, 1:00-4:00 PM

Anspach Hall, first floor hallway

Open to the public

Student speakers and presenters explore how experience in intergroup dialogue facilitation fosters inclusive leadership practices and skills in a variety of industries, fields, and organizations. Speakers begin at 1:00 PM, with presentation fair to follow from 2:00 to 4:00. Displays will feature research and projects advancing diversity, equity, inclusion, belonging, and social justice. Come visit with us for any part of the showcase afternoon!



# Closing Appreciations

The Office of Institutional Diversity, Equity, and Inclusion would like to extend our deepest gratitude to everyone who participated in organizing the 9th Annual Diversity Symposium. In particular, we would like to acknowledge those who served on the Diversity Symposium Planning Committee: Student co-chairs Fatimah Khan and Yina Todd; Donnesha Blake, College of Medicine, John Bunch, College of Business Administration, Tangela Cheatham, Athletics Department, Kechinyere Iheduru-Wilson, College of Health Professions, Wiline Pangle, College of Science & Engineering, Rosemary Poku, College of Medicine, Eric Pouncil, College of Liberal Arts and Social Sciences, Daniel Segura, Advising Student Services, Wade Tomson, Office of Admissions, and Georgina Wilson, College of Education and Human Services.

The Office for Institutional Diversity, Equity, and Inclusion would like to thank the following campus partners for their financial support in executing this event at a level that makes us all proud.

The Office of the Provost  
College of Business Administration  
Central Michigan University College of Medicine  
Central Michigan University Dining

This event is sponsored in part through a matching grant from the State of Michigan King/Chavez/Parks Visiting Professor Program. The KCP Visiting Professor initiative contributes to the intellectual diversity of our curriculum and the co-curriculum by providing students with access to guest faculty who bring with them diverse points of view and experiences.

## Program Cover Recognition

"I could try to write a mysterious and tortured soul bio, but the truth is there has always been a passion inside of me for art. As you get older you begin to let go of the dreams you once had as a kid, but after recent tragic events in life I have found myself needing outlets. Hey, I guess I am mysterious and a tortured soul! No, all jokes, I am honored that my cover won this year's 9th Annual Diversity Symposium. I take it as a sign to keep making art no matter how miniscule or grand I believe it to be, it is all objective and to create for the love of art, to keep me going. I find inspiration in everything and am glad to share it blesses me." - MoniQue Miller

