

7TH ANNUAL CENTRAL MICHIGAN UNIVERSITY

DIVERSITY SYMPOSIUM

CALLING IN THE CULTURE

April 27, 2022



OFFICE FOR

**INSTITUTIONAL
DIVERSITY, EQUITY,
& INCLUSION**

CENTRAL MICHIGAN UNIVERSITY

Event Schedule

Bovee University Center, Terrace Rooms

Time	Presenter	Theme
7:45 a.m.	Dr. Nolan Cabrera	Breakfast with...

Park Library, Opperman Auditorium

Time	Presenter	Title
8:55 a.m.	Dr. Nikita Murry	Introduction
9 a.m.	President Robert Davies	Opening message
9:30 a.m.	Dr. Lissa Schwander	Assessing student intercultural development in the time of Covid and BLM
10:30 a.m.	Faculty and Staff Presenters	Lessons Learned Through DEI Committee Work
11:20 a.m. - 11:50 a.m.	Teresa Homsí & Eric Urbaniak	Understanding Sustainability as Community
Noon	Dr. Nolan Cabrera	Keynote Presentation
1:30 p.m.	Dr. Tracy Galarowicz	CMU ACE Special Topic: Convergence of Leadership and Womanhood during the Pandemic
2:30 p.m.	Dr. Matt Johnson	Intersections of Support: Lessons from 13 Under-supported CMU Student Panels
3:30 p.m.	Dr. Daniel Lawson	Writing Away Bias: How Writing Assessment Can Enact White Supremacy
4:30 p.m.	Dr. Kechi Iheduru-Anderson	Diversity and Inclusion or Token? A Qualitative Study of Black Women Academic Nurse Leaders
5:30 p.m.	Lucas Sherman & Lorena Morgan	The Development & Proposal of an LGBTQ+ Studies Minor

Bovee University Center, Room 108

Time	Presenter	Theme
7 p.m. - 8:30 p.m.	The Muslim Student Association, Empowered Latino Union, and Sigma Lambda Beta Fraternity	The Arabic Influences of the Spanish Language

Dr. Nikita Murry

Director of Diversity Education
& Symposium Moderator

8:55 a.m.



Welcome to the 7th Annual CMU Diversity Symposium

Thank you for joining us for the 7th Annual Central Michigan University Diversity Symposium. We relish this opportunity to recognize some of the work taking place across campus that may otherwise get lost in the hustle of managing our post-pandemic lives. We applaud our speakers for their devotion to rigorous scholarship around equity and inclusion.

This year's theme, "Calling In The Culture," aligns with the Strategic Envisioning for CMU, especially the charge captured in Pathway #2 to distinguish CMU as fostering a dynamic exchange of ideas and thoughts, leading to actions, while fundamentally committed to equity and inclusion.

By calling individuals into dialogue focused on institution-wide change we meet people where they are in their cultural competency and create opportunities to safely explore personal growth around anti-racism, equality, diversity, and social justice issues. And, when we devote our energy to calling people in rather than calling them out, we increase our chances for a campus culture that is healthy, inclusive, and positive.

Our objective each year is to engage CMU and the greater community in ways that are meaningful to our audience of supporters, whether they are students, faculty, staff, alumni, or community members. This year's topics reflect inter-generational diversity and are relevant to building a campus culture where people know they belong.

We invite you to engage with the presenters throughout the symposium whether in person or via Livestream chat.

Sincerely,

Nikita

Dr. Robert Davies

President of
Central Michigan
University

9 a.m.



Robert O. Davies was unanimously appointed as the 15th president of Central Michigan University on Sept. 1, 2018, by the CMU Board of Trustees.

Within the first year of his tenure at CMU, Davies launched a Strategic Envisioning Process designed to prepare the university for rigor, relevance and excellence in 2030 and beyond. This process engages multiple stakeholder groups including students, faculty, staff, alumni and members of the Board of Trustees in an ongoing and iterative reimagining of the university's goals, offerings and operations. Davies unveiled additional "moonshot" goals for the process, which establish CMU's unique identity and role in the state; promote greater diversity and inclusion at the university while focusing on student success; and address the changing needs of students and stakeholders.

Prior to his appointment, he served as president at both Murray State University in Murray, Kentucky, and Eastern Oregon University in La Grande, Oregon. Davies received a Bachelor of Science degree in management from the University of Nevada, Reno. He also holds a Master of Business Administration degree in finance and marketing from the University of Oregon and a doctoral degree in higher education administration from the State University of New York at Buffalo. He attended the prestigious Harvard Institute for Educational Management as well as leadership seminars for both new and experienced presidents.

Dr. Lissa Schwander

Associate Professor, Sociology,
Anthropology and Social Work

9:30 a.m.



Assessing Student Intercultural Development in the Time of Covid and #BLM

Abstract: The Covid-19 pandemic and heightened awareness of police brutality converged over the last two years. This disrupted established opportunities for providing students with experiences and subsequent reflection designed to build awareness across difference. This presentation explores the use of the IDI as a tool for teaching intercultural competency and communication.

Summary: The onset of the pandemic and various incidents of police-related violence against Black citizens converged between March, 2020 and the end of the 2020-2021 academic years. The pandemic disrupted the usual opportunities

for providing students with experiences and subsequent reflection designed to build awareness across difference. Simultaneously, the explosion of conversation about

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Dr. Schwander has been a social work educator for over twenty years and is currently an Associate Professor and Field Director at Central Michigan University. She has a Ph.D. in Sociology from Michigan State University and a BA in Sociology and MSW from Rutgers University. Her research also includes the use of the Intercultural Development Inventory (DI) to enhance student understanding of themselves in relationship to those with whom they interact. Particular attention is paid to intersectional identities and communication across difference. Current research includes the role of Inter-Professional Education in social work education and the collaboration between social work programs and the health professions.

Dr. Lissa Schwander continued

racial inequality which every student was hearing, created a need for critical and sensitive conversations about race in America. For a BSW program such as that of Central Michigan University, set in the heart of rural Michigan, the forced move to remote learning and the loss of many field settings created significant challenges in assisting student learning in key competencies.

The program faculty had recently initiated use of the Intercultural Development Inventory® (IDI®) as a tool for assessment and student feedback about their own development. According to the developers of the instrument, “the IDI has been rigorously tested and found to possess high cross-cultural validity and reliability”. The IDI® provides a snapshot of each student’s developmental stage when administered. For our program, it is administered at the end of the first year of the program and then again just prior to completion of all social work courses. After the initial administration, the trained IDI® faculty member meets individually with students to discuss their development and to offer suggestions for learning.

The availability of the IDI® provided us with a unique opportunity. First, we were able to use the IDI® to assist with guiding student development at a time when some other means of doing so were unavailable. Second, we have data from two very different years for students to evaluate the extent of growth in intercultural understanding and attitudes.

Clearly it is not possible to account separately for the impact of both the pandemic’s impact on classroom instruction and field education as well as possible effects of the highly visible police violence against African-Americans, yet, these findings will provide important insight, as we assess the impact of this past two years on BSW students’ intercultural development and orientation toward communicating across difference.

Learning Outcomes:

1. Participants will be able to explain the use of IDI® as a method to assess student development in intercultural competence
2. Participants will be able to discuss the use of IDI® as a method to assist student development in intercultural competence.
3. Participants will be able to identify possible impacts of the current social environment on BSW student development of intercultural competencies.

Keywords: Assessment/Evaluation, Anti-Racism, Academic

Teresa Homsí & Eric Urbaniak

CMU Undergraduate
Students

11:30 a.m.



Understanding Sustainability as Community

Abstract: What is sustainability and what does it look like in action? Sustainability is often understood through a strictly “green” lens, but we hope to expand that definition to include a social and cultural approach as well. In this presentation, we will talk about how sustainability is a form of community building that should address equity and accessibility. We will also discuss how CMU currently approaches campus sustainability and the potential for growth.

Summary: Central Sustainability (CS) is a platform dedicated to making the CMU community more sustainable through projects, policy, and programming. We focus on education, collaboration, and institutional growth to better our campus. We care about all types of sustainability, including, but not limited to, environmental, human, cultural, social, and economic sustainability. Our hope is that CMU continues to develop and

engage in global issues as a sustainable and diverse community.

Learning Outcomes:

Understanding sustainability, CMU's approach to sustainability, and the intersectionality of sustainability.

Keywords: Changing Institutional Practices, Intersectionality and Intersected Identities, Social Justice Education, Community

Teresa Homsí is a double major in Journalism and Environmental Studies, with a minor in Anthropology. She plans to work as an environmental journalist and get a Masters in Public Health before moving on to sustainability work.

Eric Urbaniak is a double major in Biology and Public and Nonprofit Administration. He hopes to pursue a career in sustainability management and environmental regulation.

Keynote Speaker

Dr. Nolan Cabrera

University of
Arizona

Noon



Working Toward Diversity and Inclusion in Predominantly White Institutions

Dr. Nolan Cabrera is a nationally-recognized expert in the areas of racism/anti-racism on college campuses, Whiteness, and ethnic studies. He is currently an Associate Professor in the Center for the Study of Higher Education at the University of Arizona. He was the only academic featured in the MTV documentary “White People.” He moves beyond the “few bad apples” frame of contemporary racism, and explores the structures, policies, ideologies, and experiences that allow racism to flourish. He calls upon institutions of higher education to be sites of social transformation instead of reinforcing systemic racism, while creating a platform to engage and challenge the public discourse of “post-racialism.” His book, “White Guys on Campus,” is a deep exploration of White male racism, and occasional anti-racism, on college campuses.

CMU MI-ACE Moderated Dialogue: The Convergence of Leadership & Womanhood During the Pandemic

Abstract: Join us for a special moderated discussion on the topic of leadership and womanhood during the Covid-19 pandemic. This panel is comprised of female leaders in higher education as they discuss the professional and personal demands of leadership over the last two years of a global health pandemic.

Moderator: Dr. Tracy Galarowicz, associate dean of the College of Science and Engineering at CMU

Panelists: Dr. Dawn Hinton, MI-ACE Women of Color Task Force, Saginaw Valley State University; Dr. Shawna Patterson-Stephens, Vice President and Chief Diversity Officer at CMU; Marcie Otteman, director of Alumni Relations at CMU; and Dr. Misty Bennet, Assistant Vice Provost and Assistant Dean of Academic Programs for the College of Business at CMU



Dr. Tracy Galarowicz



Dr. Dawn Hinton



Dr. Shawna
Patterson-Stephens



Marcie Otteman



Dr. Misty Bennet

Dr. Matt Johnson

Professor, Educational Leadership,
MDEC Chairperson

2:30 p.m.



Intersections of Support: Lessons from 13 Under-supported CMU Student Panels

Abstract: In partnership with the Office of Curriculum & Instructional Support, MDEC has facilitated 13 student panels with subpopulations of minoritized and/or under-supported students, including: trans* and gender non-conforming students, military veterans, low-income, caregivers, Black students, students with ADD and/or anxiety, and rural students, to name a few. Upon hearing their stories and working on various initiatives to better support them, we have learned several important lessons that cut across their experiences. We plan to share these lessons and discuss ways to support students through an intersectional lens as opposed to a single-identity lens.

Summary: The purpose of this workshop will be to share lessons learned from 13 panels with under-represented and minoritized students. Members of MDEC have spent three years in dialogue with students and have distilled key ideas that cut across their experiences as well as tangible support strategies that have

emerged from the conversations. Our plan is to spend half the time sharing these lessons and the resulting impact they had and the other half in dialogue with participants about implications for practice.

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Dr. Matt Johnson is a professor of higher education at Central Michigan University. His research focuses on the intersections of leadership, democratic engagement, and social justice. He is the chair of CMU's Multicultural, Diversity, and Educational Council (MDEC).

Dr. Matt Johnson continued

Learning Outcomes:

1. Explore significant issues students with minoritized identities share as CMU students;
2. Evaluate strategies to support students with intersecting minoritized identities;
3. Create strategies for better supporting students in and outside of the classroom.

Keywords: Academic Affairs, Changing Institutional Practices, Intersectionality and Intersected Identities, Institutional Change, Academic

Dr. Daniel Lawson

Associate Professor,
Writing Center Director

3:30 p.m.



Writing Away Bias: How Writing Assessment Can Enact White Supremacy

Abstract: This workshop seeks to inform participants of how grading has, from its beginnings, been bound up in issues of white supremacy. Participants will learn how literacy projects are never neutral or apolitical acts. In particular, instructors will identify potential biases and teaching practices that may unintentionally reinforce white linguistic supremacy.

Summary: This workshop seeks to inform participants of how grading has, from its beginnings, been bound up in issues of white supremacy. Participants will learn how literacy projects are never neutral or apolitical acts. In particular, instructors will identify potential biases and teaching practices that may unintentionally reinforce white linguistic supremacy.

Learning Outcomes: **1.** Identify why the concept “bad grammar” is a racist construct. **2.** Identify the historical relationship between grading and white supremacy. **3.** Articulate strategies for assessing/responding to student writing in a way that minimizes linguistic bias.

Keywords: Assessment/Evaluation, Anti-Racism, Privilege

Dan is an Associate Professor in the English department and the Director of CMU's Writing Center. His research interests include rhetoric, writing center studies, media studies, and more. His work has appeared in various edited collections and in journals such as *WLN*, *Praxis*, the *Journal of Comics and Culture*, and *The Learning Assistance Review*. His current research focuses on writing centers' intersections with emotional labor and social justice.

Dr. Kechi Iheduru-Anderson

Nursing Program Director &
Associate Professor, CMU School
of Rehabilitation and Medical
Sciences –Nursing Program

4:30 p.m.



Diversity and Inclusion or Token? A Qualitative Study of Black Women Academic Nurse Leaders

Abstract: Severe under representation of Black women academic nurse leaders persists in US higher education, and a major research gap still exists regarding experiences of these leaders, and facilitators of and barriers to their success. Our objective was to examine how race and gender influence how Black women academic nurse leaders function in their leadership positions, how they are perceived by their peers, and how their perception of race, gender, class, and power influences diversity, equity, and inclusion initiatives in the workplace.

Summary: To explore the experiences of Black women academic nurse leaders and their relationship to power, it is necessary to recognize the historical roles of race, gender, class, and power in their everyday exchange in the workplace. This research seeks to answer: (a) how

does race and gender influence how Black women academic nurse leaders function in their leadership positions; (b) how does race and gender influence how their peers in academic nursing perceive them; and (c) how does the perception of

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Dr. Kechi C. Iheduru-Anderson is the Nursing Program Director CMU's Herbert H. and Grace A. Dow College of Health Professions. She is a Fellow of American Association of Colleges of Nursing Elevated Leaders in Academic Nursing. Her research emphasis is on institutionalized racism in nursing, education, leadership, and nursing education practice. Dr. Iheduru-Anderson holds a doctorate in nursing practice from Regis College in Weston, MA. She is an active member of several professional nursing organizations and work groups addressing healthcare disparities and inequities.

Dr. Kechi Iheduru-Anderson continued

race, gender, class, and power influence the diversity, equity, and inclusion initiatives in the workplace?

Learning Outcomes:

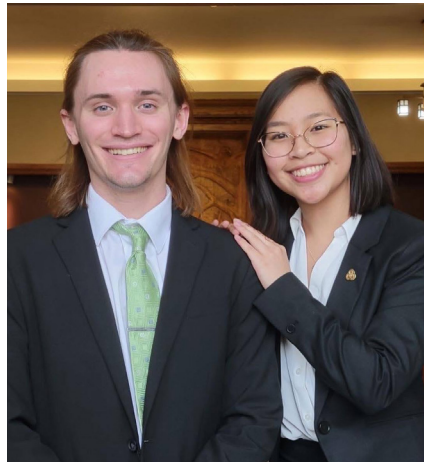
- 1.** Discuss how race and gender influence how Black women academic nurse leaders function in their leadership positions.
- 2.** Explain how the perception of race, gender, class, and power influence the diversity, equity, and inclusion initiatives in the workplace.

Keywords: African America/Black, Diversity and Inclusion Employee Resource Groups, Equal Opportunity, Anti-Racism, Leadership Development, Mentoring, Recruitment and Retention.

Lucas Sherman & Lorena Morgan

CMU Undergraduate
Students

5:30 p.m.



The Development & Proposal of an LGBTQ+ Studies Minor

Abstract: In partnership with the Honors Program GSA and the Office of LGBTQ+ Services and Gender Equity program, we have strived to develop and propose a potential LGBTQ+ studies minor to be created for the betterment of Central Michigan University's campus and climate. This presentation will detail the process undergone, student opinions via survey results, and a detailed proposal report.

Summary: The purpose of this presentation is to share the design process and student opinions regarding a possible LGBTQ+ Studies Minor at Central Michigan University. The coordinators of this

proposal have spent the last year collecting student opinions and research about other universities' programs. We plan to present

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Lucas Sherman is a Junior in the Honors Program at CMU pursuing a Bachelor degree in Psychology with a concentration on mental health. He has focused on highlighting and addressing LGBTQ+ focused issues on campus and in the community with the work as the President and Founder of the Honors Program Gender and Sexuality Alliance, Office Intern for the Office of LGBTQ+ Services & Gender Equity Programs, Student Assistant for the Office for Institutional Diversity, Equity, and Inclusion, and volunteer for the Trevor project.

Lorena Morgan is a junior pursuing a Bachelor of Science in Public Health Education and Spanish. She is currently the Vice President of the Honors Program Gender and Sexuality and Vice President of Service for the university's public health honorary (Eta Sigma Gamma). She is passionate about remedying health disparities among underrepresented populations in the United States and desires to foster a safe community for LGBTQ+ individuals.

Lucas Sherman and Lorena Morgan continued

our proposal report and then collect audience feedback to further develop our research.

Learning Outcomes:

Discuss potential impacts of a LGBTQ+ minor, outline potential courses or areas of development, and identify the positive student outcomes of implementing a LGBTQ+ minor

Keywords: Academic Affairs, Changing Institutional Practices, Recruitment and Retention, Social Justice and Institutional Change, Academic

Thank You!

We take this moment to thank you for attending the 7th Annual Diversity Symposium! We also extend our deep gratitude to our presenters, the staffs of University Events, Charles V. Park Library, and the Office of Curriculum and Instructional Support.

We also want to acknowledge the work of our professional and student staff in the Office for Institutional Diversity, Equity and Inclusion:

Ann Harmon, Michael Potter, Zayna Goode, Danay Gore, Fatimah Khan, Lucas Sherman, and Yina Todd.

Sincerely,



Dr. Shawna
Patterson-Stephens,
Vice President and
Chief Diversity Officer



Dr. Nikita Murry,
Director of the Office of
Diversity Education