

# OIDEI NEWSLETTER

Office for Institutional Diversity, Equity, and Inclusion

**“Unity has never meant  
uniformity.”**

**- Dr. Martin Luther King Jr.**



## IN THIS ISSUE...

**In this issue, we talk about:**

- Upcoming Events & Opportunities
- Our Staff & Programs
- An Interview on Ethnomathematics
- The KCP Initiative
- Faculty Spotlight

# OIDEI UPCOMING EVENTS

## January 2025:

### Dialogic Communication For Great Leadership & Educational Practices

Cohort 1: Jan 24, Feb 21, Mar 21, Apr 11  
9:00am – 12:00pm

Cohort 2: Jan 24, Feb 21, Mar 21, Apr 11  
1:00pm – 4:00pm

### MLK CommUNITY Peace Brunch

Date/Day: Mon, 1/20/2025  
Time: 9:00am - 12:00pm  
Venue: Finch Fieldhouse

### Soup and Substance: Jewish Heritage Week

Date/Day: Mon, 1/27/2025  
Time: 6:00pm  
Venue: Bovee UC Rotunda

## February 2025:

### 10th Annual Klymyshyn Symposium on Inclusive Excellence, Equity, and Social Justice

Date/Day: Wed, 2/12/2025 - Fri, 2/15/2025  
Time: Registration starts at 8:00am  
Venue: 2/12/2025 - 2/14/2025 located in Bovee UC Rotunda, 2/15/2025 located in French Auditorium

### Conversations that Matter: TBA

Date/Day: Thu, 2/20/2025  
Time: 6:00pm  
Venue: Bovee UC Rotunda\*

## March 2025:

### International Women's Day MI-ACE Luncheon

Date/Day: Fri, 3/7/2025\*  
Time: 11:30am – 1:00pm  
Venue: Bovee UC Rotunda\*

### Soup and Substance: TBA

Date/Day: Tues, 3/18/2025  
Time: 12:00pm  
Venue: Bovee UC Rotunda

### Student Leadership Summit

Date/Day: Sun, 3/23/2025  
Time: 12:00pm - 5:00pm  
Venue: Bovee UC

## April 2025:

### Black Alumni Weekend

Date/Day: 4/4/2025 - 4/6/2025  
Venue: College of Health Professions

### Annual Diversity Gala

Date/Day: Fri, 4/4/2025  
Time: 7:00pm  
Venue: Little Flower Barn

### Sisters of the Academy 2025 Writing Retreat

Date/Day: Tues, 4/29/2025 - Fri, 5/2/2025  
Time: 7:00pm  
Venue: Denver, CO

## May 2025 :

### CMU MI-ACE Annual Women's Retreat

Date/Day: Thu, 5/15/2025 - Fri, 5/16/2025  
Time: All day  
Venue: Grawn Hall 278

## June 2025:

### MI-ACE Annual Conference "Empowered: Break Barriers and Influence Change"

Date/Day: Mon, 6/16/2025 - Tues, 6/17/2025  
Time: All Day  
Venue: Kellogg Center, 219 South Harrison Road, East Lansing, MI, 48824

### Juneteenth Celebration

Date/Day: Tues, 6/17/2025 - Thu, 6/19/2025  
*More information coming soon*

\*These details may be subject to change

# WHO WE ARE & WHAT WE DO

The Office for Institutional Diversity, Equity, and Inclusion (OIDEI) is the driving force behind CMU's commitment to creating a culture of belonging. The work of our division emerges in the expansion of institutional policy, procedure, and practice as it relates to diversity, equity, inclusion, and social justice. We aim to advance Central Michigan University as a pluralistic educational community that fosters growth and transformation in action and thought.



**Shawna Patterson-Stephens**

Vice President for Inclusive Excellence Belonging



**Nikita Murry**

Director of Diversity Education



**Danny McQuarters Jr.**

Assistant Director of Diversity Education



**Shymaine Desmond**

Executive Office Specialist

At the Office for Institutional Diversity, Equity, and Inclusion, we are committed to fostering an inclusive campus environment. We host a variety of impactful events aimed at promoting dialogue and advancing equity. Signature programs include:

### **Conversations that Matter:**

Community members, faculty, staff, and students join around a provided dinner and loosely facilitated conversation often of controversial topics. Previous topics include "Policing and Politics in 2024" and "Who Really Gets Affirmed in Affirmative Action."

### **Soup & Substance:**

Community members, faculty, and staff join around a provided meal of soup and rolls, and loosely facilitated conversation. Previous topics include "At the Intersection of History, Diaspora, and Civil Rights."

### **The Klymyshyn Symposium on Inclusive Excellence, Equity, and Social Justice:**

Our flagship event, formerly known as the Diversity Symposium, is a chance to celebrate and make better known the research efforts conducted nationally that are centered around equity, inclusion, belonging, and social justice. It is a chance for members of the campus and the broader community to learn about how CMU faculty, staff, and students are dedicated and involved in research and activism for diverse populations.

### **Diversity Gala:**

The Annual Diversity Gala marks a celebratory close to the academic year at CMU. It brings together individuals from across the university and region to recognize achievements in promoting inclusion, equity, and belonging. A highlight of the evening is the presentation of the Dr. Diane E. Newby Award for Inclusive Excellence in Education, which recognizes a nominated faculty member whose work reflects CMU's diversity principles. This prestigious award is named after the late Dr. Diane E. Newby, professor emeritus in Teacher Education.

# INTERVIEW



*Edgar Santos Vega is a PhD student in the Mathematics Department, concentrating on collegiate mathematics education. He is interested in research concerning ethnomathematics and mathematical achievement among Latiné and Indigenous students. Edgar anticipates graduating in the spring of 2027 or 2028.*



**Can you share what inspired your interest in ethnomathematics and how it connects to your research on mathematical achievement among Latiné and Indigenous students?**

Ethnomathematics or cultural mathematics, explores the intersections between culture and math. There is some overlap with math history, however, traditional math history tends to focus on the Eurocentric side of mathematics, overlooking contributions from other cultures. Ethnomathematics provides an opportunity to explore some of these other contributions. As someone who is Latino, there is not a lot of discussion about how Latinos have contributed to mathematics. For me, it's a way to bridge mathematics with culture and diversity.

**What challenges do Latiné and Indigenous students face in achieving success in mathematics, and how does your research aim to address these?**

When you look at U.S. statistics, Latiné and Indigenous students consistently perform lower in mathematics compared to their white peers, and there's a long

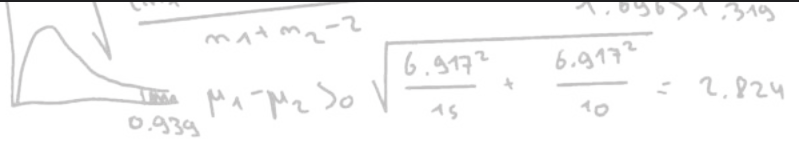
history behind this gap. I would love to help bridge that gap, whether through teaching or introducing curricula that make mathematics easier for students to understand, making it more accessible and engaging for students. My research, which is still in its early stages, focuses on developing education-based approaches that turns the curriculum into something that students can relate to and find more engaging and interactive. By making it more relatable and interactive, ethnomathematics can change how math is taught and introduced.

**How has the KCP Fellowship impacted your academic and professional journey so far, and what opportunities has it opened for you?**

Financially, it's been a huge relief not to have that extra worry, especially since the graduate teaching salary isn't very substantial. The KCP Fellowship aligns closely with my goals and gives me more financial freedom. In terms of opportunities, it's introduced me to various

$$\sqrt{\frac{1}{n_1} + \frac{1}{n_2}} = \sqrt{0.09(1-0.09)\left(\frac{1}{300} + \frac{1}{400}\right)} \approx 0.021$$

99% CI or  $Z = 2.58$  Reject the null hypothesis



conferences, such as the NCORE conference this summer that I'm interested in attending. It has also connected me with other KCP fellows on campus who are doing incredible research. Professionally, the fellowship is a stepping stone toward my ultimate goal of teaching in the future.

**How does diversity in graduate education influence the future of STEM and higher education?**

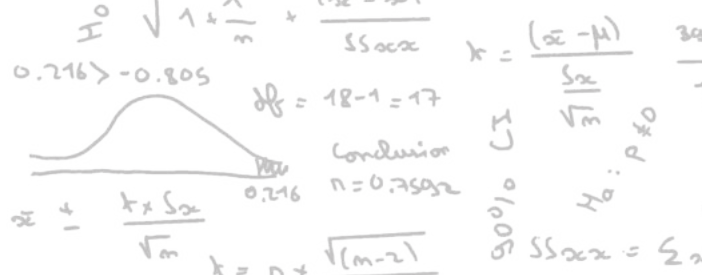
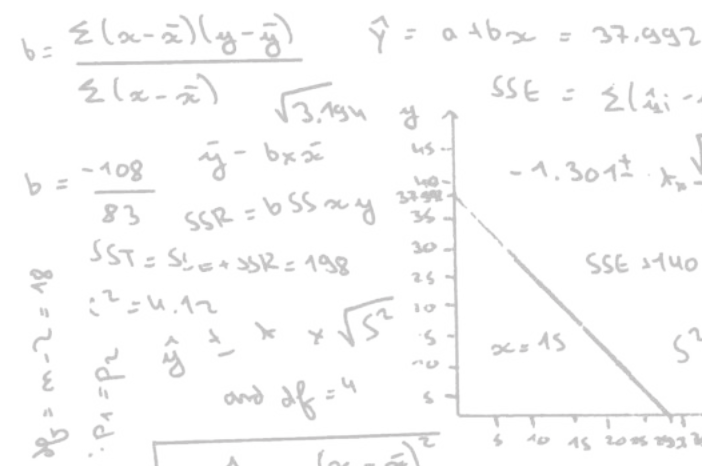
Greatly! Before I came Central Michigan, I participated in a post-baccalaureate program at Northwestern that focused on this topic. There is not a lot of diversity in graduate circles specifically when it comes to Latiné and Indigenous students. I think it's a disservice that this country has so much diversity but as we get higher in higher education, that changes a lot. Diversity in graduate education helps expand different ideas, introduces different approaches, and brings together different ways of approaching research that might otherwise not be considered.

**What advice would you give to underrepresented students pursuing advanced degrees in mathematics?**

Just keep going. It's hard and it's not going to be an easy journey. Mathematics is a very difficult field as the material is quite challenging. It's important to find people that will support you and a community that will always help you move forward. Without the community that I found; I don't think I would have felt very comfortable continuing my path here.

**Looking ahead, what are your long-term goals in postsecondary education, and how do you hope your research will make an impact?**

Long term, I would love to teach at the university level as well as be someone that can create a safe space for Latiné and Indigenous students. During my time here as a graduate student, I have reached out to both communities, and it's been wonderful. They have really encouraged me to keep going and given me motivation to continue doing what I do.



$b = \frac{1170.73}{921.3}$  proportion 0.6828 or 68.28%  $Z = \dots$

$Z_{\alpha/2} = 0.35$  or  $\alpha = 0.05$

$\sqrt{\frac{p(1-p)}{n}} = \sqrt{\frac{0.806(1-0.806)}{542}} = 1.645 \times 0.047 = 0.202$

$\approx 0.028$   $df_{total} = n - 1$

	Df	SS	MS
Treatment	2	1419.6	709.8
Error	12	4730.8	394.2
Total	14	6150.4	Z =

$p_2 = \frac{25}{480} \approx 0.052$   $SE: \sqrt{p(1-p)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)} = \sqrt{\frac{583}{6500}} \approx 0.09$   $\alpha = 0.05$  or  $Z = 1.645$  99%

$b = \frac{1}{n} \sum x_i y_i - \bar{x} \bar{y} = \frac{1}{18} (16300.73 - 39.9444 \times 42) = \frac{16300.73 - 1677.7772}{18} = \frac{14622.9528}{18} = 812.442$

$\bar{x} = 39.9444$   $S_{xx} = 10.8382$   $m = 18$

$b = \frac{1}{n} \sum x_i y_i - \bar{x} \bar{y} = \frac{16300.73}{18} - 39.9444 \times 42 = 905.596 - 1677.7772 = -772.1812$

$t = \frac{b}{S_{xx}} = \frac{-772.1812}{10.8382} = -71.31$   $\alpha = 0.1$   $Do\ not\ reject\ H_0$

$SSE = 57.492$   $SSE = \sum (y_i - \hat{y}_i)^2 = 57.492$

$\hat{y} = 37.992 - 1.301x$

$\hat{y} - b_1 x = 49.05556 - 1.142 \times 39.9444$

$b = \frac{S_{xy}}{S_{xx}} = \frac{16300.73}{10.8382} \approx 1.142$   $p\text{-value} = 0.0003$

$H_0: p = 0$   $SSE = \frac{SS_{yy} - \frac{SS_{xy}^2}{SS_{xx}}}{SS_{xx}}$

$\frac{18 \times 4730.8 - 719 \times 1893}{10.8382}$

$\sqrt{18 \times 32977 - 719^2} \times \sqrt{18 \times 4730.8 - 833^2}$

# THE KCP INITIATIVE

## What is KCP?

The King-Chávez-Parks (KCP) Initiative is a Michigan state program aimed at increasing the number of academically or economically disadvantaged citizens who complete college degrees and succeed in careers within a global knowledge-based economy.



WHAT IS KCP?

## How Does it Work?

KCP operates through seven programs supporting students from 6th grade through graduate studies. Programs provide funding, mentorship, and resources to enhance access to education, increase graduation rates, and support career development, including teaching and administrative roles in postsecondary institutions.

HOW DOES IT WORK?

## KCP in the State of Michigan

The KCP Initiative partners with Michigan's 15 public universities, independent colleges, and community colleges, providing resources and funding to address educational disparities and improve outcomes for disadvantaged students across the state.



KCP IN THE STATE OF MI



KING-CHÁVEZ-PARKS

# FACULTY SPOTLIGHT



*Amy Bell is a CMU lecturer in Business Information Systems.*

**Can you share a bit about your background and how you came to your current role?**

I earned my bachelor's degree in psychology with a minor in Spanish. After I graduated, I served in AmeriCorps (a national volunteer organization) for one year where I taught English as a Second Language to immigrant families in Kentucky. I enjoyed this so much that I decided to pursue

my master's degree in Teaching English to Speakers of Other Languages (TESOL) here at CMU. After earning my master's degree, I worked for eight years in CMU's English Language Institute where I taught academic reading, writing, listening, speaking, and grammar to international students. For the past two years, I have been a lecturer in the Business Information Systems department, teaching professional communication mostly to international graduate students.

**What are your main responsibilities within the College of Business?**

I teach professional communication to international graduate students in BIS 605 and sometimes to undergraduate students in BIS 101.

**What has been the most rewarding part of your work?**

Since my BIS 605 (professional communication) students are in the first semester of their information systems program and have typically only been in the U.S. for a few weeks, it's extremely rewarding to see them grow, learn about American culture, explore CMU campus resources, and become more confident in their speaking and writing skills throughout their first semester.

Last semester, I created a new project-based curriculum for my BIS 605 students. Working in teams, they created informational videos or podcasts for future international students, providing them inside tips on succeeding in their classes, jobs, and life in the U.S. I was extremely proud of my students' projects and the hard work they put in to creating professional and useful multimedia resources for new international students. The projects showcased

their technical, communication, teamwork, and project management skills.

Here's a fantastic example of one team's podcast starring [Spurthi Maddala, Pallavi Ravindra, and Sree Lakshmi Kondur Muralidhar Gari as hosts and Chandra Babu Naidu as the podcast editor.](#)

Here's an example of one team's video starring [Deepak Sai Kumar Gente, Harshavardhan Reddy Lenkala, Sivakumar Upparapalli, and Anurag Reddy Marri.](#)

**Are there any projects you're especially excited about?**

I'm in the process of starting a Business Communication RSO with my students. I'm very proud of the new E-board members and the work they are doing to start this RSO. I'm excited to have an RSO where students can further practice and develop their professional communication skills outside of the classroom. We will discuss topics such as resumes, cover letters, job interviews, LinkedIn, networking, and interpersonal and intercultural communication skills. I also hope to start a student-led podcast for the Business Communication RSO to give members a chance to further practice their speaking skills.

All CMU students are welcome to join the RSO, and my hope is that domestic and international students will join so that we can get a diverse mix of experiences and perspectives while also allowing students the opportunity to develop their intercultural communication skills.

**How do you ensure that diversity, equity, and inclusion values are reflected in your work?**

When teaching different cultures' communication styles, we use the The Culture Map book by Erin Meyer as a starting point for discussions. I invite my students to share their experiences from their home countries and compare them to their observations of interacting with people in the U.S. These conversations allow us to explore how each culture offers a unique perspective while also realizing that cultural differences are not about being "right" or "wrong" but rather reflect diverse ways of understanding and interacting with the world. Also, this discussion not only helps international students adapt to academic and work life in the U.S., but also fosters empathy and understanding since awareness of cultural differences allows us to appreciate diverse perspectives.

**What do you do for fun? Is there anything surprising people might not know about you?**

I love 1980's movies and music, science fiction movies, playing piano, hula hooping, reading, listening to podcasts (my favorite is the Teaching in Higher Ed podcast), listening to British radio dramas, and snuggling with my cat, Mitten. I also like to play the recorder (a small, simple wind instrument). I even taught my Graduate Assistant, Meenakshi Cheella, how to play the recorder over the summer!





# UPCOMING HOLIDAYS

## January 2025:

**Jan. 17** – Guru Gobind Singh Gurburab (Sikh)

**Jan. 20** – Martin Luther King Jr. Day

## February 2025:

### Black History Month

**Feb. 2** – Imbolc (Pagan, Wiccan)

**Feb. 2** – Candlemas (Christmas)

**Feb. 15** – Parinirvana (Buddhist)

**Feb. 26** – Maha Shivaratri (Hindu)

## March 2025:

### Women's History Month

**Mar. 1** – Ramadan begins (Islam)

**Mar. 5** – Ash Wednesday (Christian)

**Mar. 14** – Holi (Hindu)

**Mar. 14** – Hola Mohalla (Sikh)

**Mar. 20** – Naw-Ruz (Baha'i)

**Mar. 31** – Eid al-Fitr (Islam)

## April 2025:

### Arab American Heritage Month

**Apr. 10** – Mahavir Jayanti (Jain)

**Apr. 12** – The Memorial of Jesus' Death (Christian)

**Apr. 13-20** – Passover (Jewish)

**Apr. 14** – Vaisakhi (Sikh, Hindu)

**Apr. 18** – Good Friday (Christian)

**Apr. 20** – Ridv'an (Baha'i) April 20 - May 2

**Apr. 20** – Easter (Christian)

**Apr. 21** – Grounation Day (Rastafarian)

## May 2025 :

### Asian American and Pacific Islander Month

### Jewish American Heritage Month

**May 1** – Beltane (Pagan, Wiccan)

**May 5** – Buddha's Birthday (Buddhist)

**May 12** – Vesak (Buddhist)

**May 16** – Lag BaOmer (Jewish)

**May 23** - Declaration of the Ba'b (Baha'i)

**May 28 - 29** - Ascension of Baha'u'lla'h (Baha'i)



*Mission Possible: Protecting Freedom, Justice, and  
Democracy in the Spirit of Nonviolence* 365

Dr. Martin Luther King, Jr.

# COMMUNITY Peace Brunch

Monday, January 20, 2025

Finch Fieldhouse | 9:30am  
Doors open at 9am



Keynote Speaker:  
Senator Sarah Anthony



Scan QR Code to RSVP  
for a Table



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**OIDEI | ITD FACULTY AND STAFF SERIES**



# DIALOGIC COMMUNICATION FOR GREAT LEADERSHIP & EDUCATIONAL PRACTICES

Join Cohort One | Jan 24th, Feb 21st, Mar 21st, and April 11th  
 9:00 am-12:00 pm

Join Cohort Two | Jan 24th, Feb 21st, Mar 21st, and April 11th  
 1:00 pm-4:00 pm

**[Click Here to Register as a Pilot Participant!](#)**

- Learn techniques and strategies to increase collaboration in groups.
- Learn about your conflict style and ways to navigate conflict more adeptly.
- Earn a digital certificate in dialogue-based leadership or teaching practices.

Contact jared halter for more information: [halte1j@cmich.edu](mailto:halte1j@cmich.edu).

**KLYMYSHYN  
SYMPOSIUM**  
ON INCLUSIVE EXCELLENCE AND SOCIAL JUSTICE

**REGISTER HERE:**  
<https://forms.office.com/r/Z8CE8UJaeP>



# GROWING FROM AWARENESS TO ACTION

## WHAT

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The Klymyshyn Symposium at Central Michigan University is an annual event that brings together community members for conversations about inclusivity and addressing social inequities.

## WHEN

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**FEBRUARY  
12-14, 2025**

Check-in begins at 8:30am each day, presentations begin at 9am.

## WHERE

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**FEBRUARY  
12-13:**  
Bovee University  
Center Rotunda

**FEBRUARY 14:**  
French Auditorium,  
College of Education  
and Human Services



**INSTITUTIONAL  
DIVERSITY, EQUITY,  
& INCLUSION**  
CENTRAL MICHIGAN UNIVERSITY

*Sisters of the Academy*



SAVE THE DATE

*2025 Writing Retreat*



APRIL *through* MAY  
29TH 2ND

DENVER, CO



*Happy New  
Year!*



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