

2020 Faculty Development Days
Racial Equity at GAC

	Tues Aug 25	Wed Aug 26	Thurs Aug 27
12:45	Introduction	Introduction	Introduction
1:00 pm	Racial Battle Fatigue	Advising & Mentoring our Diverse Students of Color	Microaggressions
2:30 pm	Cryptic Expectations		Whiteness, Anti-Racism, and Me
4:00 pm	PoC Affinity Space		

Sessions are 1-1.25 hr in length with a 15 min pre-recorded presentation + 45 - 60 min of discussion or workshopping.

Session 1: Racial Battle Fatigue: a student perspective

In the opening session, we will learn how to shift our "campus culture" to: a) improve support and resources for racially marginalized identities on campus, and b) intentionally challenge racism.

Facilitated by Thomas Flunker (Center for Inclusive Excellence)

Session 2: Cryptic Expectations: Addressing Unnamed 'Norms' in our Teaching Practices

Our students of color bring diverse experiences and talents to our classes. As educators who have largely been trained within an academic culture heavily influenced by Western European 'norms', we may fail to see how facets of academic culture that are typical for us are unknown to our students. This creates barriers to student engagement to the detriment of all students. In this discussion-based workshop, we will explore where cryptic expectations lurk within classes, then share strategies to either make expectations more visible to all of our students or to adjust them to make our class environments more inclusive and equitable. You will leave the workshop with specific strategies that you can use in your class, lab, studio, and/or stage.

Facilitated by Sidonia Alenuma-Nimoh (Education) & Margaret Bloch Qazi (KCEL FADEI)

Session 3: Advising and Mentoring our Diverse Students of Color: Learning to Listen

Our underrepresented students come from diverse backgrounds and experiences, creating opportunities and challenges for engaged advising. They may be new Americans and first

generation college goers; they may be international students with highly educated parents. They may be students of color from large cities, or the children of immigrants who settled in rural communities. They are looking for guidance but are often hesitant to bother professors. They may come to campus with no real expectations of college, or struggle against strong family expectations that they will become a doctor or lawyer. This workshop will offer strategies for advising and mentoring students of color, focusing on their first two years of college. It will also offer significant time for discussion of challenges you have faced in your mentoring and advising of students and color in general.

Facilitated by Carly Overfelt (Linguistics, Oakland University), Rebecca Fremo (English), and Thia Cooper (Religion)

Session 4: Microaggressions

Microaggressions are a form of discrimination that people from minority and marginalized groups experience regularly. They are associated with adjustment outcomes such as depression, anxiety, self-esteem, and perceived stress. How do microaggressions emerge in interpersonal and group interactions and how can we address their impact on our students? We will examine our own approaches to reducing and counteracting microaggressions as well as the research literature on the effectiveness of our efforts.

Facilitated by Marie Walker (Psychological Sciences)

Session 5: Whiteness, Antiracism, and Me: An Introduction to Critical Race Thinking

In this recap from their August KCEL workshop, which focused on two essays by James Baldwin, Jill and Misti will provide an overview of Baldwin's ideas about race and whiteness and push white and non-Black faculty to think and act beyond "allyship" in the fight for Black lives. [Needs work but this is a beginning.]

Facilitated by Jill Locke (Political Science) and Misti Harper (History)

PoC Affinity Space

This is an affinity space for people of color to connect with each other and discuss issues determined by the group. It is solely for people of color. The Faculty Associate for Diversity, Equity and Inclusion will check in after the meeting to listen to any recommendations and offer support. There will be affinity spaces offered for other identity groups during the semester