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Together We RISE Conference

Hosted by

EIU's Making Excellence Inclusive

Friday, October 20th, 2023

MLK Student Union, Eastern Illinois University

1644 7th St., Charleston, IL

REGISTRATION/CHECK-IN/CONTINENTAL BREAKFAST					
8:00-8:30 AM	WELCOME AND INTRODUCTION OF KEYNOTE (Grand Ballroom)				
8:30-8:45 AM	KEYNOTE: DR. TAMBA-KUIJI BAILEY (Grand Ballroom)				
8:45-9:50 AM	Rooms	Effingham	Aroola-Tuscola	Martinsville	Oakland
10:00-10:50 AM	Charleston-Maitoon	Nothing here (check out the others)	Empowered by our past: Connecting Students of Color with Their Legacy at Predominantly White Institutions	Working towards inclusive history in undergraduate curriculum	Coffee and Calm ¹
11:00-11:50 AM	Nothing here (check out the others)	Designing for Diversity: diversifying course materials	Transpositive Learning: Creating a Positive Environment for Trans, QNC Learners	The Multicultural Read Aloud Project	Coffee and Calm ¹
12:00-12:50 PM	LUNCH (Grand Ballroom) AND Poster Sessions				
1:00 -1:50 PM	Together We Rise: Reaching Inequality for Student Excellence	Together we RISE reaching inclusivity for student excellence	Play and Higher Education: Incorporating Playfulness in the College Classroom	The Rural Allyship Challenge: A multi-tiered SAT Zone Solution	Double Session Facing History's Approach to Civic Education: Centering Identity to Build Reflective, Inclusive Classroom Communities (90 minutes) 1:30 - 2:00 pm
2:00-2:50 PM	Keynote Extension with Dr Tamba Kujji Bailey	Enhancing Learning Outcomes through Incidental Learning: A Focus on Diversity, Inclusion, and Equity in....	Nothing here (check out the others)	Nothing here (check out the others)	Double Session Females' of Color Visibility on PWI College Campuses: Empowerment and Mental Wellness (2:10-3:00)

¹ Coffee and calm: Need a break? Looking for a place to come and process and destress? Come to coffee and calm hosted in the Oakland room. This is a space to decompress and recharge your batteries, literally and metaphorically. Grab a coffee and come relax.
² Safe Zone Training: Participants who attend the entire session and complete the statement of intent will receive a Safe Zone sticker to display. This sticker lets the LGBTQIA+ community know that they are a safe person to come to for help or questions.

on campuses, this session focuses primarily on how this decision and reduced diversity may reduce feelings of social responsibility, constrain civic engagement, and, more specifically, limit the anti-racist attitudes and activities of future graduates.

2:10p.m.-3:00p.m.

Females' of Color Visibility on PWI College Campuses: Empowerment and Mental Wellness

Virtual, 50 minutes (2:10-3:00)



R. Patrice Dunn, *Midwestern State University*
 Valerie Harrison, *Vitality Livin'*

Abstract: This presentation will draw from the presenters' personal and professional knowledge and experiences as women of color, college students, college counselors, and licensed professional counselors. This workshop will address the females' of color social development, mental health, and emotional well-being, and the impact of all three on their mental wellness. The presenters will also share prevention and intervention strategies for working with females of color on college campuses. The workshop will be grounded in real cases and experiences of the presenters and the audience. It will provide opportunities and safe spaces for females from different cultural and gendered backgrounds to share their stories. Resources will be provided and shared.

to the LGBTQIA+ community that they are a safe person to come to for help or questions.

2:00p.m.-2:50p.m.

Institutionalizing a Sense of Belonging through the First Year Experience

In-Person, 50 minutes

Ryan Flynn, *Illinois College*

Jessica Flynn, *Illinois College*

Gwendolyn Gillson, *Illinois College*

Abstract: Building a sense of belonging amongst students is every college and university's priority. Not only does this lead to more successful students, but it also means higher retention rates and better semester-to-semester persistence. In order to capture this goal early, Illinois College has centered belonging as the primary outcome in the First Year Experience. With a number of connected programs and experiences, the First Year Experience at Illinois College is focused on building a sense of belonging not only on campus, but also off campus through connected experiences. This session will highlight some of the key components to Illinois College's First Year Experience, including outcomes, takeaways, and lessons learned.

Mission Impossible? The Supreme Court Ruling on Affirmative Action and the University Mission

In-Person, 50 minutes

Wade Smith, *Eastern Illinois University*

Abstract: In a recent decision, the U.S. Supreme Court held that race-conscious college admissions programs are unconstitutional. This decision is rendered at a time in which college mission statements often include a commitment to diversity, as well as the promotion of socially responsible and civically engaged graduates. This Court decision will make it difficult for many colleges to live up to these aspects of their missions. While much of the public conversation in the wake of this decision has focused on how it will limit opportunities for underrepresented groups and reduce diversity

Understanding the Program

Welcome friends,

We are so happy that you are here, whether you are joining us in person, or remotely. We believe that there are some great opportunities for personal and professional growth as we embark on a mission towards a more inclusive environment where all can feel empowered to successful. We hope that you are able to take some things away with you to your office, classroom, academic and social spaces.

Here are a few tidbits that we hope will help you navigate the conference as seamlessly as possible:



Denotes virtual session -- you will need to pre-register at the Zoom link that was shared with all registrants.



Coffee and Calm Room -- Need a break? Looking for a place to process and destress? Come to Coffee and Calm hosted in the Oakland room. This is a space to decompress and recharge your batteries, literally and metaphorically. Grab a coffee and come relax.



All gender restroom -- located in the 24-hour lounge on the first floor behind the elevators



Post conference survey – tell us what you think at https://eiu.co1.qualtrics.com/jfe/form/SV_8JuLqZ4QymrR7ee or go the conference website.



Tweet out about it -- Moments (thoughts/lessons) you'd like to share: **#RISE2023EIU**



Capture the Moments -- take photos and post to social media

DETAILED CONFERENCE PROGRAM

8:00a.m.-8:30a.m. |

- Registration/Check-In/ Continental Breakfast

8:30a.m.-8:45a.m. |

- Welcome and Introduction of Keynote Speaker

8:45a.m.-9:50a.m. |

- Keynote, **Delivered in Hybrid Format*

Keynote

Identifying and Dismantling Barriers to Effective Equity and Inclusion Work in Higher Education

Delivered in Hybrid Format



Dr. Tamba-Kuii M. Bailey

Dr. Tamba-Kuii Bailey is an associate professor in the Counseling Psychology and Counseling programs at the University of North Dakota. Dr. Bailey also serves as the Special Assistant to the President for Diversity and Inclusion at the University of North

Dakota.

Tamba-Kuii received his Ph.D. in Counseling Psychology from Georgia State University. He also has a Master of Arts and Educational Specialist degrees in Community Counseling from James Madison University, and a Master of Arts in African American Studies from Temple University. Tamba-Kuii earned his Bachelor of Arts degree in Psychology from Morehouse College.

In addition to working in higher education, Tamba-Kuii's professional experiences include clinical work in community mental health, university counseling centers, and a hospital setting. Tamba-Kuii's teaching and research interests are in the areas of Black psychology, ethics, multicultural psychology, mental health stigma, and community mental health. In Black psychology, his interests are in the areas of racial oppression, internalized racial oppression, and the

Enhancing Learning Outcomes through Incidental Learning: A Focus on Diversity, Inclusion, and Equity in Congruence with the Illinois Culturally Responsive Teaching Standards

In-Person, 50 minutes

Doug Feldmann, *Northern Kentucky University*

Abstract: In every field of endeavor, the ways in which all types of educators effectively impart knowledge is both universal and unique. Whether a college instructor is explaining an advanced concept in a mathematics course or a master electrician is demonstrating the proper method of running conduits for an apprentice, the act of instruction almost invariably includes an "incidental" component, whereby the sender uses both cognitive and affective means to transmit knowledge to the receiver. Such incidental components are most critical for the success of diverse learners in their development for the workforce, as the ability of the instructor to reach, motivate, and advance the learning experiences of these students can assume any number of indirect modalities. The presenter, a professor of teacher education, will demonstrate how he has compiled such traits witnessed in quality educators and, in turn, used classroom tools for student reflection upon these traits.

Safe Zone Training

In-Person, 120 minutes

Tanya Willard, *Eastern Illinois University*

Abstract: Becoming a safe zone is crucial to the welcoming environment of a diverse student population. Safe Zone Training serves to teach about gender and sexuality issues as well as emphasize the importance of being an ally for the LGBTQIA+ community. Topics that will be addressed include Gender and Sexual Diversity (GSD) terminology, the coming out process, heterosexual privilege, facts and myths about the GSD community, the Riddle Homophobia Scale, and ways to engage in quiet activism. Upon completion of the session and the Statement of Intent, participants will receive a Safe Zone sticker which symbolizes

12:30p.m.-2:00p.m.

**Facing History's Approach to Civic Education:
Centering Identity to Build Reflective, Inclusive
Classroom Communities**



Virtual, 90 minutes

Sarah Shields, *Face History & Ourselves*
Uzma Siddiqui, *Face History & Ourselves*

Abstract: Facing History & Ourselves understands that effective civic education depends not only on the critical study of history, but also on creating learner-centered classrooms that value and incorporate students' identities; classrooms where young people feel seen and heard and experience a sense of belonging that allows them to thrive. This session will engage with resources to build relationships with and between students, and to nurture an inclusive classroom community that practices thoughtful and meaningful dialogue, thinks critically about issues that matter, and promotes students' social, emotional, and academic success. By making democratic values visible in the classroom and by recognizing that the social world of young people is already a civic space, our student-centered approach makes civic learning more authentic and relevant.

1:00p.m.-1:50p.m.

**Keynote Extension with Dr. Bailey –
Do as I do, not just as I say: Administrative
Commitment to JEDI
Recommended for Administrators**

Tamba-Kuii M. Bailey, *University of North Dakota*

Abstract: This keynote presentation/discussion by Dr. Tamba-Kuii Bailey, will elaborate on his morning presentation. This session will explore historical and current pitfalls/victories by higher education administrators as they work to implement JEDI on university and college campuses. Dr Bailey will also discuss more effective leading strategies for implementing JEDI goals and initiatives.

impact of race on mental health, mental health diagnoses, and physical health. In the area of multicultural psychology, his interests are in racial microaggressions, multicultural competencies, and social justice in psychology

This keynote presentation will explore some of the internal and external challenges that can negatively impact universities and colleges' ability to effectively implement and sustain equity and inclusion initiatives on campus. Using Van Maanen's (1990) three lens perspectives on organizations, Tamba-Kuii will discuss ways of identifying current and future challenges to the diversity imperative in higher education.

Lastly, Tamba-Kuii plans to present strategies to address these challenges through the use of collaborative partnerships, policy change, use of best practices, and greater accountability across all areas of higher education systems.

Special Invited Guest Speaker

**Empowered by our past: Connecting Students of Color with
Their Legacy at Predominantly White Institutions**

Dr. Stacey Borboa-Peterson is a visionary leader and advocate for diversity and inclusion in education, currently serving as the Director of Student Diversity & Inclusion at the University of North Dakota. With a wealth of experience and a passion for empowering students, she has made a profound impact on the university community.



Dr. Stacey Borboa-Peterson

Stacey's journey at the University of North Dakota began in 2006, following three years of service in the public-school systems of Las Vegas and Minneapolis. Throughout her tenure at UND, she has taken on various roles, each one dedicated to supporting and guiding students. She has served as an advisor and instructional coordinator with the Upward Bound TRIO program, contributed to student success as the Success Courses Coordinator, and played a pivotal

role as Coordinator of First-Year Success and Student Transitions in the Student Success Center. In 2016, recognizing her exceptional dedication and expertise, Stacey was appointed as the Director of Multicultural Student Services, a position that has since evolved into the Director of Student Diversity & Inclusion.

Stacey's commitment to embracing students' unique individualities and fostering their growth through engagement, communication, and building relationships has been a hallmark of her professional career. She has continuously advocated for educational environments that embrace diversity and cultivate inclusion.

Stacey holds a Bachelor of Science in elementary education from Mayville State University, and a Master of Education and a Doctor of Philosophy in Educational Foundations and Research, both from the University of North Dakota.

CONCURRENT SESSIONS

10:00a.m.-10:50a.m.

Empowered by our past: Connecting Students of Color with Their Legacy at Predominantly White Institutions

Stacey Borboa-Peterson, *University of North Dakota*;

**Invited guest speaker*

Abstract: This presentation will explore the imperative of bridging the gap between the historical experiences of students of Color and their present-day campus experiences as a means of fostering a greater sense of belonging and empowerment among students. This session highlights an innovative strategy and initiative aimed at connecting students of Color with their institution's rich legacy

Borboa-Peterson plans to explore the transformative power of acknowledging and celebrating the contributions of forgotten diverse alumni who have long been an integral part of predominantly white institutions (PWIs). In understanding their stories, struggles, and triumphs, students of Color can cultivate a profound sense of identity, purpose, and belonging.

Play and Higher Education: Incorporating Playfulness in the College Classroom

Alicia Cater, *Eastern Illinois University*

Abstract: Play is often associated with childhood and teaching early elementary students. However, play is not only for children. Research shows that adults who engage in playful activities are more likely to increase their overall wellbeing. Research also shows that play is especially effective in the college classroom. Play has been shown to impact motivation, create safe, warm, and relational environments, and engages students in the classroom (Forbes, 2021). This presenter also used playfulness in her classroom while teaching Educational Psychology at Eastern Illinois University. She noticed the change in her students' attitudes when she used different types of play methods in her classroom. She began to research play in higher education and how it is effectively utilized. She was able to find many examples of play in the college classroom. This presentation will focus on ways to use playfulness in the college classroom and creating a relational classroom culture.

The Rural Allyship Challenge: A Multi-Tiered Safe Zone Solution

Kimberly Hunter, *Lake Land College*

Katie Parrish, *Lake Land College*

Abstract: This session provides an overview of a multi-tiered Safe Zone program for faculty, staff, and students that takes into consideration the intersectional identities of rural, economically disadvantaged students, as well as the educational resources needed for trained participants to be successful allies to the LGBTQIA+ community. Participants will learn about the creation and implementation of this type of tiered-program, as well as the challenge, successes, and future that this more complex method of allyship and advocacy offers to institutions.

language development, and exposed students to multicultural children's literature.

12:00p.m.-12:50p.m.

LUNCH AND POSTER SESSION | GRAND BALLROOM

Poster Sessions

Together We Rise: Reaching Inclusivity for Student Excellence

Heidi Larson, *Eastern Illinois University*
 Rebekah Magee, *Eastern Illinois University*
 Molly Kollross, *Eastern Illinois University*
 Menna Hendricks, *Eastern Illinois University*
 Danielle Loera, *Eastern Illinois University*
 Ethan Homeyer, *Eastern Illinois University*

Abstract: This presentation outlines the BIONIC (Believe It Or Not I Care) Program at Mattoon High School. For the past 10 years, Dr. Larson and a team of counseling interns have partnered with Mattoon High School to implement BIONIC (Believe It Or Not I Care), a school-wide peer mentoring program.

Together We RISE Reaching Inclusivity for Student Excellence

Min Lee, *Eastern Illinois University*
 Rebekah Magee, *Eastern Illinois University*
 Menna Hendricks, *Eastern Illinois University*
 Jake Denney-Carlisle, *Eastern Illinois University*
 Josh Noe, *Eastern Illinois University*
 Heidi Larson, *Eastern Illinois University*

Abstract: This presentation outlines the data-based Freshman Connection Program at Eastern Illinois University and its impact on the student leaders who serve as mentors in the program.

Belonging in Unashamed Authenticity
 In-Person, 50 minutes

Nathan Kitchen, *President Emeritus Affirmation: LGBTQ Mormons, Families & Friends*

Abstract: In 2020, the UCLA School of Law's Williams Institute reported that 47% of LGBTQ adults were moderately or highly religious. This equates to 5.3 million religious LGBTQ adults in America. We cannot ignore this population.

When making the transition into young adulthood, many religious LGBTQ youth feel they must make a choice between their spiritual well-being or their queerness. As a university community interested in the success of the rising generation, we can provide support for religious queer young adults through understanding:

1. What is happening in this transition and why,
2. The well-being needs of religious queer young adults
3. Specific actions to take, regardless of personal beliefs, to support and increase the overall well-being of queer young adults in their personal religious choices.

Working Towards Inclusive History in Undergraduate Curriculum
 In-Person, 50 minutes

Sace Elder, *Eastern Illinois University*
 Bonnie Laughlin-Schultz, *Eastern Illinois University*
 Aura Jirau Arroyou, *Eastern Illinois University*

Abstract: How do we develop anti-racist, inclusive history curricula at the university level? And how will we know when we have succeeded? In this session, members of the History Department at Eastern Illinois University reflect on their recent curriculum review process, the resources they used to develop their curriculum, and the conversations they had in their department about how to achieve their goals while protecting academic freedom. They will also consider next steps.

10:00a.m.-11:30a.m.

A Travel Size CARE Package for Health and Mental Wellness in the Academy



Virtual, 90 minutes (10:00-11:30)

aretha marbley, *Texas Tech University*
 Brian Hicks, *Western Governors University*
 Melissa Galica, *Texas Tech University*
 Rose Chumba, *Texas Tech University*

Abstract: To help participants build a CARE Package for Health and Mental Wellness, the workshop presenters will discuss strategies to recognize, manage, and cope with the mental, emotional, and physical health challenges students, staff, and faculty may encounter in the academy. The workshop will focus on anxiety, stress, strain, burnout, and signs of distress that impact their mental wellness and well-being. As clinical mental health clinicians and educators, the presenters will discuss the importance of health and wellness and self-care. The workshop will focus on the needs of the participants and provide opportunities and safe spaces for the participants to create a self-care package. Resources will be provided by presenters and participants. Audience participation is strongly encouraged but optional.

11:00a.m.-11:50a.m.

Designing for Diversity: Diversifying Course Materials

In-Person, 50 minutes

Michael Gillespie, *Eastern Illinois University*

Abstract: Creating an inclusive learning environment includes consideration of the array of voices and perspectives represented in your course materials. Exposure to diverse content can provide a more comprehensive understanding of your subject matter, increase empathy, improve communication and teamwork skills, and validate your students' experiences. This presentation will go over guidelines for faculty who are interested in making course content more diverse, equitable, and inclusive and/or diversifying course content.

Transpositive Learning: Creating a Positive Environment for Trans/GNC Learners

In-Person, 50 minutes

Jeannie Ludlow, *Eastern Illinois University*
 Shelley Berry, *Eastern Illinois University*

Abstract: The first few days of a new semester are anxiety-producing for all students. Our trans, nonbinary, and gender-nonconforming students come to our classes carrying all the standard student worries plus fears that they will be outed, misgendered, misnamed, excluded from examples, and/or unable to find convenient restrooms. So many of our normalized teaching practices, especially during introductory sessions, inadvertently exclude or objectify trans, nonbinary, and gender-nonconforming individuals or reinforce essentialized and binary gender norms. Sometimes, even those practices that we intend to be welcoming are not. In this workshop, we provide tips and strategies for making our courses, from the syllabi to the discussion, more welcoming and comfortable for our trans, nonbinary, and gender nonconforming students.

The Multicultural Read Aloud Project

In-Person, 50 minutes

Amy Davis, *Eastern Illinois University*

Abstract: The purpose of this on-going research project was to guide and assess preservice teachers in planning and implementing an interactive read aloud for culturally linguistically diverse (CLD) and English language learners (ELL). Undergraduate students enrolled in ELE 4890 – CLD/ELL Instructional Methods selected a multicultural picture book of their choice and conducted a read aloud during class as part of a course assignment. The participants received feedback from The Multicultural Read Aloud Rubric then implemented the same read aloud during their practicum placements. The presentation will share the preliminary findings of a 10-question survey on planning and implementation of a read aloud designed for CLD/ELL students that promoted critical thinking, oral