

**2018-2019 Making Excellence Inclusive
RISE Conference**

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For more information about Making Excellence Inclusive at EIU,
visit <http://www.eiu.edu/mei/>

Save the date: 3rd Annual RISE Conference

Friday October 11th , 2019



2nd Annual



Conference

Hosted by

Making Excellence Inclusive

Friday, October 12th, 2018

MLK Union, Eastern Illinois University

Conference at a Glance

7:45 – 8:20 REGISTRATION / BREAKFAST

8:20 – 8:30 OPENING AND WELCOME

8:30 – 9:20 KEYNOTE

9:30 – 10:20 | BREAKOUT SESSION 1

- ◇ “I Just Don't Get It!": High Impact Practices for Equity-Mindedness (*Effingham Room*)
- ◇ Transforming Education (*Arcola–Tuscola Room*)

10:30 – 11:20 | BREAKOUT SESSION 2

- ◇ Employee Rights and Responsibilities (*Effingham Room*)
- ◇ Student Socio-Economics and Higher Education: Food Insecurity, Academic Progress, and Marginalized Students (*Arcola– Tuscola Room*)
- ◇ “I Just Strong Myself”: Oppression and Resilience Among Chinese International Students (*Charleston–Mattoon Room*)

11:30 – 12:20 | BREAKOUT SESSION 3

- ◇ Confronting the Double Standard–Cultural Sharing–from Dishonor and Disregard to Anti-racist Respect and Reverence (*Effingham Room*)
- ◇ International Panther Voice: Creating Inclusive Spaces for International Students (*Arcola– Tuscola Room*)

12:30 – 1:30 | LUNCH AND CLOSING REFLECTIONS

Thomas Hall Dining Center (badge needed)

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NOTES



MEI Executive Board

Catherine L. Polydore, Ph.D.
Associate Professor, Department of Counseling, and
Higher Education
Chair

Sace E. Elder, Ph.D.
Professor and Chair, Department of History
Vice Chair

Holly Farley, Ed.D., RN
Assistant Professor, RN-BS in Nursing Program
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NOTES

General Overview of MEI

A signature AAC&U initiative, Making Excellence Inclusive is designed to explore how colleges and universities can fully utilize the resources of diversity to achieve academic excellence for all students. This initiative builds upon decades of campus work to build more inclusive communities, established scholarship on diversity that has transformed disciplines, and extensive research on student learning that has altered the landscape of the academy. Over time, colleges have begun to understand that diversity, in all of its complexity, is about much more than a diversity program or having students of color on campus. Rather, incorporating diversity into campus life raises profound questions about higher education's mission and values.

While many campus leaders agree on the need for systemic change, separate initiatives that have been insufficiently linked to the core academic mission and inadequately coordinated across different parts of the academy typify current institutional engagement with diversity. Making Excellence Inclusive aims to understand how higher education can coherently and comprehensively link its diversity, inclusion, and equity initiatives to its essential educational mission.

MEI Core Principles

Diversity – Acknowledging and valuing individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, ability, as well as cultural, political, religious, or other affiliations).

Inclusion – The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geo- graphical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity – The creation of opportunities for historically underrepre-

sented populations to have equal access and equitable outcomes through educational programs that are capable of closing the gaps in student achievement.

Equity-mindedness – A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.

Primary Elements of MEI:

1. *A focus on student intellectual and social development.* Academically, MEI seeks to ensure that every student receives the best possible course of study for the context in which the education is offered.
2. *A purposeful development and utilization of organizational resources to enhance student learning.* Institutionally, MEI facilitates deep, sustained cross-sector or cross-unit collaboration and invites each member of the campus community to contribute to student learning and psycho-social development.
3. *Attention to the cultural differences learners bring to educational experiences, and how that diversity can enhance the enterprise.* In the classroom, campus, and beyond, MEI works to establish an environment that challenges each student to achieve academically at high levels.
4. *A welcoming community that engages all of its diversity in the service of student and organizational learning.* Structurally, MEI attends to both campus and community cultures.

In this presentation and panel discussion, four international students share their individual perspectives and experiences at EIU, highlighting the ways in which they may have successfully or unsuccessfully adjusted to the academic and social environment in the pursuit of their degrees. These adjustments will be discussed in the light of the inclusive environments at the university, with the expectations that experiences shared will help advance the university's efforts to create more inclusive spaces for current and future international students. Panelists will share advice on how stakeholders can help in this endeavor.



12:30 – 1:30 | LUNCH AND CLOSING REFLECTIONS

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they relate to Chinese international students in higher education. Attendees will learn about the challenges that Chinese international students face, and most importantly the ways in which they thrive despite these challenges. We'll look at racism, the hegemony of the English language, and the pervasiveness of Whiteness to understand how these students often become invisible in class. Finally, we'll discuss ideas for making classrooms more equitable spaces for all students.

11:30 – 12:20 | BREAKOUT SESSION 3

Confronting the Double Standard -Cultural Sharing -from Dishonor and Disregard to Anti-racist Respect and Reverence

Location: *Effingham Room*

Presenter: Carole Collins Ayanlaja, Ph.D.

Race and racism in America and throughout the world have created racial hierarchy. Dominated cultures have been deculturalized and forced to assimilate. It is the oppressive nature of society that seeks to disregard and marginalize the cultural capital and the gifts of heritages considered to be outside the "mainstream." It is this same nature that seeks to benefit from those same gifts.

Diversity is embedded within all Americans who reflect uniqueness and pride of a lineage. Where do the lines of respect and acknowledgement begin or end in cultural transfer? This presentation focuses our attention on what it means to borrow, what it means to steal, and what it means to share. Does cultural appropriation exist? Do we as students, community, faculty, and university personnel respond differently to the message depending on the messenger? How do we tear down biased walls and build inclusive bridges?



International Panther Voice: Creating Inclusive Spaces for International Students

Location: *Arcola-Tuscola Room*

Presenters: International Student Panel, **Sarah N. A. Dodoo, Hashni Epa, Asmita Saha, Daniele Njoh.**

KEYNOTE: Are you *woke*? Operationalizing *Woke*-ness in the Academy

Location: *Grand Ballroom*

Keynote Speaker: Dr. Denice Hood

Description: 'Woke,' when used as an adjective, refers to being aware of what is going in the community, particularly related to social injustice (urbandictionary.com). Our students are likely very familiar with this term but it may not be part of our daily vernacular. This keynote lecture will invite the conference participants to consider their own professional definition of being 'woke' and operationalize it in their higher education practice. We will explore strategies to look beyond the hashtag to identify how staying 'woke' has important implications for creating and maintaining inclusive classes and campuses.

About Dr. Hood

Dr. Denice Hood is a Teaching Associate professor and Director of Graduate Studies in the Education Policy, Organization and Leadership (EPOL) department at the University of Illinois, Urbana-Champaign. She is also the Director of Online Learning in the College of Education.



Dr. Hood earned her bachelor's degree in psychology at Northern Illinois University, a master's degree in Educational Psychology from the University of Illinois at Urbana-Champaign and her PhD in Educational Psychology from Arizona State University. Dr. Hood has over 30 years of experience in higher education as a researcher, administrator and faculty member. Her research areas include student access and achievement, online teaching and learning and culturally responsive evaluation. She teaches courses in both the Diversity & Equity and Higher Education concentration areas focusing on college student development, student affairs administration and diversity, equity and inclusion.

9:30 – 10:20 | BREAKOUT SESSION 1

Transforming Education

Location: *Effingham Room*

Presenters: Jessica Ward & Ben Willburn

Description: The number of transgender students entering institutions of higher education continues to rise. As an educator and community member, are you prepared to provide an inclusive and competent education for all? This presentation provides groundwork for educators and professionals to provide trans-inclusive best practices. Participants can expect to learn basic terminology, current statistics and legislation, and, most importantly ways in which to be a supportive and proactive ally.



"I Just Don't Get It!": High Impact Practices for Equity-Mindedness

Location: *Arcola-Tuscola Room*

Presenter: Jim Howley, Ph.D.

Description: In this session, participants will discuss institutional and individual high impact practices with the aim of closing achievement gaps for students who are members of marginalized groups. Format will include a brief overview of high impact practices and a discussion of how to implement them in our various settings.

10:30 – 11:20 | BREAKOUT SESSION 2

Employee Rights and Responsibilities

Location: *Effingham Room*

Presenter: Abdi Y. Maya, MBA (*external speaker, State of Illinois, Department of Human Rights*)

This presentation covers areas such as discriminatory employment advertising, sexual harassment in the workplace and how to report incidents of discrimination when it occurs.



Student Socio-Economics and Higher Education: Food Insecurity, Academic Progress, and Marginalized Students

Location: *Arcola-Tuscola Room*

Presenter: Michael Gillespie, Ph.D.

This session will focus on the general relationship between student socio-economic status and experiences in higher education. There are three key areas of student's campus life which are impacted by their previous and current economic conditions: academic, social, and health. Each of these conditions will be reviewed in general, and the presenter will also share data from a recent survey of EIU students and their risk of food insecurity, an issue that directly reflects the precarious relationship between economic status and the academic, social, and health conditions of students.



"I Just Strong Myself": Oppression and Resilience Among Chinese International Students

Location: *Charleston-Mattoon Room*

Presenter: Tanya Willard, Ph.D.

Based on the presenter's doctoral dissertation research, this presentation will address issues of diversity, equity, and inclusion, specifically as