



Conference Program At-A-Glance

Time:	Event/Session:	Location:
7:45 – 8:20	Registration	Outside Grand Ballroom
8:20 – 8:30	Opening and Welcome	Grand Ballroom
8:30 – 9:20	Keynote	Grand Ballroom
9:30 – 10:20	Breakout Session 1	
	Role Playing Games and the Inclusive Classroom	Arcola-Tuscola Room
	(Dis)abilities in the Classroom	Effingham Room
10:30 – 11:20	Breakout Session 2	
	“Help I’m Being Accused of Racism!”: From Denial to Dialogue in a Few (Not So Easy) Steps	Arcola-Tuscola Room
	Perspectives of Minoritized Students	Effingham Room
11:30 – 12:20	Breakout Session 3	
	Passport to Diversity: Inclusive Leadership	Arcola Tuscola Room
	First Generation College Students: Identities and Opportunities	Effingham Room
12:30 – 1:30	Lunch and Closing Reflections	Thomas Dining Hall

Note: Continuing Education Units are available for educators. Please see representatives from EIU’s School of Continuing Education at the registration table for more information.

About Making Excellence Inclusive (MEI)

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.

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.

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 underrepresented 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.



About the Keynote Speaker

Dr. Beth Hatt, Associate Professor,
Department of Educational Administration
and Foundations
Illinois State University



“Cultural Wealth as Smartness”

The keynote lecture will include an overview of how students develop academic identities including whether they believe they are smart or not. The academic identities students develop influence their engagement and success in college. Thinking through what identities we want students to develop on campus in relation to their perceived smartness is an important part of developing equitable and inclusive learning environments along with understanding how issues of power and ability intersect.

Dr. Beth Hatt is currently an associate professor at Illinois State University in the Department of Educational Administration and Foundations where she has won awards for both her teaching and research. Dr. Hatt grew up in a working-class family and was the first person in her family to go to college. She believes her family background is a *strength* in that it taught her to value independence, hard work, and humility. Dr. Hatt received her undergraduate degree in psychology and sociology from Indiana University and her doctorate from the University of North Carolina at Chapel Hill in Culture, Curriculum, and Change, a program focused on diversity and equity in education. She has published numerous articles and widely presented on kindergarten readiness, charter schools, the cultural production of smartness, school-to-prison pipeline, and high poverty/high achieving schools. Dr. Hatt’s research has received national recognition through such organizations as the Spencer Foundation, the American Educational Research Association, and the Center for the Study of Ethnicity and Race in the Americas (CSERA). She is a Fulbright Fellow and has taken teachers and preservice teachers to Mexico to improve their cultural competency in working with Mexican and Mexican-American families and youth as part of the Fulbright program. She is a mother of two children and enjoys spending time outdoors and traveling when not working.

Session Descriptions

Breakout Session 1: 9:30 - 10:20

Title: Role Playing Games and the Inclusive Classroom

Location: Arcola-Tuscola Room

Panelists:

- Sace Elder, Professor, Department of History
- Monica Burney, Graduate Student, Department of History
- Danielle Beamon, Undergraduate Student, Department of Psychology

Description: In this session we will discuss using role-playing game pedagogy to create an inclusive classroom. Specifically, we will focus on Reacting to the Past (RTTP), a pedagogy developed at Barnard College. The RTTP community now boasts more than 1000 members in the US and internationally—including here at EIU. Instructors have found it to be a powerful tool for empowering students in their own education. But beyond that, role playing can mitigate certain kinds of power and privilege that inhibit student flourishing in the typical classroom. The session will offer a brief overview of the pedagogy, the philosophy behind it, and then examples of classroom implementation. It will conclude with suggestions for implementing RTTP or other kinds of role play activities, including what to do and what to avoid.

Title: (Dis)Abilities in the Classroom

Location: Effingham Room

Panelists:

- Gail Richard, Director of Autism Center, Professor Emeritus, Communication Disorders and Science
- Stephanie Woodley, Assistant Professor, Department of Special Education
- Richard Jones, Associate Professor, Department of Communication Studies

Description: In this session, panelists will discuss how ability and disability intersect as identities in all of our students. Specifically, panelists will address how to meet the needs of students with disabilities in and out of the classroom and how to include content related to ability into course materials. After opening remarks, panelists will facilitate a discussion with audience members.

Breakout Session 2: 10:30 - 11:20

Title: "Help! I'm Being Accused of Racism!": From Denial to Dialogue in a Few (Not So Easy) Steps

Location: Arcola-Tuscola Room

Presenter:

- Jeannie Ludlow, Associate Professor, Department of English, Coordinator, Women's Studies

Description: It is awful to be accused of racism. I know—it has happened to me often. My first reaction is always, "Not me! I didn't do that!" Denial, however, seldom leads to resolution. This interactive workshop will share contemporary understandings of racism that can help us put these accusations in context and become more comfortable talking about them. We will look at several models for effective responses to accusations of racism and discuss ways to assess particular situations to determine which models may work best. We will describe what effective resolution looks (and feels) like.

Title: Perspectives of Minoritized Students

Location: Effingham Room

Presenter:

- Jessica L. Ward, Assistant Director, Office of Student Standards

Description: Ever wish you better understood the experiences of your minoritized students? Then this is the program for you! During this presentation you will obtain a working knowledge of critical theory, stereotype threat, and minority-related stress and how each of these make up a complex experience for someone from a minoritized population. Be a better advocate for all of our students by learning about their experiences and perceptions!

Breakout Session 3: 11:30 - 12:20

Title: Passport to Diversity: Inclusive Leadership

Location: Arcola-Tuscola Room

Panelists:

- Jeanne Lord, Associate Dean, Lumpkin College of Business and Applied Sciences
- Mona Davenport, Director, Office of Minority Affairs

Description: The "Passport to Diversity" is a guided process of enrichment that would culminate in an **Inclusive Leadership Certificate** for students. The certificate would be awarded through MEI upon documentation of the completion of specific requirements such as

coursework, conferences, workshops, experiential learning and written essays/reflections. The goal of the project is to promote a climate of inclusion and develop students who are passionate and ethical leaders.

Title: First Generation College Students: Identities and Opportunities

Location: Effingham Room

Panelists:

- Maggie Burkhead, Director, TRiO
- Richard Jones, Associate Professor, Department of Communication Studies
- Hollie A. Austin, Graduate Student, Dual MS/MBA Cybersecurity
- Markeysha Z. Small, Undergraduate Student, Accounting

Description: In this session, panelists will discuss first generation college students paying particular attention to the challenges and opportunities that this diverse student population experiences. Each panelist identifies as a first generation college student and will discuss personal experiences and lessons learned. Following the panelists remarks, the audience will be invited to dialogue about the ways in which we can better serve the needs of first generation college students at EIU.

*Once this session ends,
walk to Thomas Dining Hall
for your free lunch and final reflections!*

Acknowledgments

This event was made possible by many volunteers and helpers. Thank you all!

Thanks to all MEI Committee Members!

Thanks to the MEI Conference Planning Sub-Committee!

- Rich Jones - Conference Planning Chair
- Catherine Polydore
- Mona Davenport
- Jeannie Ludlow
- Jeanne Lord

Thanks to all of our student helpers!

Thanks to all of our panelists and our keynote speaker!

Thank you to our sponsors!

- EIU President's Office
- EIU Housing and Dining
- Office of Faculty Development
- Office of Minority Affairs
- School of Continuing Education

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

