

FRIDAY, OCTOBER 15 | [GO.EIU.EDU/MEIRISE](https://go.eiu.edu/meirise)

# MAKING EXCELLENCE INCLUSIVE RISE CONFERENCE

**8:30 - 8:50 AM****WELCOME AND INTRODUCTIONS****9 - 9:50 AM****KEYNOTE ADDRESS****Addressing Our Biases in Higher Education:  
Best Practices on Working Toward  
Antiracist Campus Cultures****Dr. Teresa Maria Linda Scholz***Vice President for Equity, Inclusion and Diversity at New Mexico State University*

Teresa Maria Linda Scholz (Ph.D., University of Colorado, Boulder) is the new the Vice President of Equity, Inclusion and Diversity at New Mexico State University in Las Cruces, New Mexico. Dr. Scholz was previously Associate Vice Chancellor and Chief Diversity Officer at UC Santa Cruz. Prior to her roles as an administrator, Dr. Scholz was an Associate Professor (with tenure) at Eastern Illinois University in Communication Studies, and affiliated Women's Studies and Latin American Studies faculty. Dr. Scholz identifies as US and Guatemalan-American, is a first-generation college student, raised in Guatemala and the United States.

She positions herself as a Critical Latina/Latin American Transnational Feminist Scholar in Communication Studies, who is interested in understanding culturally situated theories of counterhegemonic enactments of rhetorical agency. Courses she has taught include Rhetoric of Race, Rhetoric of Class, Critical Intercultural Communication, and Latina/Latin American Women's Human Rights Discourses. Dr. Scholz has also completed a certificate in Mindful Facilitation techniques.

As a scholar-practitioner she is committed to identifying discursive and material counterhegemonic practices in social justice education. As VP for EID, she is interested in leading a campus through the process of exploring and understanding power differentials, the connection between voice, victimhood, and agency, and the role that we all play in challenging, preventing, and resisting different forms of oppression. Her keynote address, titled "Addressing Our Biases in Higher Education: Best Practices on Working Toward Antiracist Campus Cultures" will address how institutions of higher education can work toward strategic and intentional antiracist and equitable practices.

**10 - 10:50 AM***TRACK 1: INSTRUCTIONAL  
PRACTICES & PROGRAMMING***PROMOTING BELONGING AND EQUITY  
THROUGH COURSE CONTENT**

**Primrose Igonor**, MA, Psychology Faculty and Belonging and Equity Coordinator at Marion Technical College

**Abstract:** As our education systems become increasingly diverse, it is crucial for “diverse” students to see themselves reflected in the course materials they consume as this may lead to higher persistence, retention and overall student success. It is also vital for “non-diverse” students to gain a better understanding of the experiences of others particularly as they navigate a world which is much more diverse and global minded than ever before.

*TRACK 2: HIGHER EDUCATION***LATINA LIFT OFF: HOW INCLUSIVE  
INNOVATION HELPS LATINA  
UNDERGRADUATE STUDENTS RISE**

**Kate Jackson**, Interim Director of Entrepreneurship & Innovation, Lake Forest College

**Abstract:** In this workshop, we will discuss how Entrepreneurship & Innovation at Lake Forest College is supporting and encouraging the academic success of our Latina, first-generation students. Our approach includes an Inclusive Innovation class, a rich entrepreneurial mindset curriculum, and real-world, high-impact projects. Year over year, our center has seen an increase in Latinx students choosing our program, rising to nearly 1/5 of total students. We believe Inclusive Innovation meets the aims of a liberal arts education. And we believe other small liberal arts colleges can replicate our efforts in a way that benefits both their students and their local community. We intend this session to be an open dialogue and a highly participatory conversation with participants.

*TRACK 3: SELF-AWARENESS  
& PERSONAL DEVELOPMENT***BELIEVE IT OR NOT I CARE:  
COMPASSIONATE COMMUNITY  
OUTREACH FOR HIGH SCHOOL  
STUDENT EMPOWERMENT AND  
EXCELLENCE**

**Heidi Larson**, Ph.D., Professor, Department of Counseling and Higher Education, Eastern Illinois University

**Hailey Pick** is a graduate of the University of Illinois at Urbana-Champaign with Bachelor of Science degree in Speech and Hearing Science. She is currently in her final year in the school counseling graduate program at Eastern Illinois University.

**Jen Carleton** is a graduate of Eastern Illinois University with a Bachelor of Arts degree in General Studies. She is currently in her final year in the school counseling graduate program at Eastern Illinois University.

**Joshua Kim** is a graduate of the University of Illinois at Urbana-Champaign with a Bachelor of Science degree in Actuarial Science. He is currently in his final year in the school counseling graduate program at Eastern Illinois University.

**Karis Lee** is a graduate of the University of Illinois at Urbana-Champaign with a Bachelor of Science degree in Human Development and Family Studies. She is

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currently in her final year in the school counseling graduate program at Eastern Illinois University.

**Michael Roggenkamp** is a graduate of Eastern Illinois University with a Bachelor of Arts degree in Sociology and Criminal Justice. He is currently in his final year in the school counseling graduate program at Eastern Illinois University.

**Abstract:** This presentation will outline the impact of the Believe It Or Not I Care (B.I.O.N.I.C) program, which provides effective and inclusive assistance for the diverse needs of the students, faculty, and staff at Mattoon High School. Junior and senior mentors are trained to see and meet the need of fellow students struggling with difficult life circumstances. These life events range from transitioning to a new high school building either as a freshman or a transfer student, dealing with a loss of a family member, or struggling with academic performance. Some of these mentors will also be given extra leadership opportunities such as leading monthly team meetings. For the mentors helping freshmen transition into high school, a new mentor-mentee matchmaking process will be implemented to match freshmen mentees with a mentor and other mentees that have similar interests. Our hope through this process is to see greater overall satisfaction from both the mentors and mentees.

### TRACK 4: MENTAL HEALTH

#### RACIAL AND IMPLICIT BIAS: DIAGNOSIS DISPARITIES IN THE AFRICAN DIASPORA: IMPLICATIONS FOR COUNSELING PRACTICE

**Jahaan Abdullah**, EdD, Assistant Professor, Board Certified and Licensed Counselor, Social and Restorative Justice Advocate, Morally and Ethically Engaged Researcher, Chicago State University

**Abstract:** Disparities in healthcare are far from uncommon. Research demonstrates there are disproportionate diagnoses of psychiatric disorders and mental health disorders for those in the African Diaspora. African Americans are three to four times more likely to receive a more stigmatizing psychotic

disorder diagnosis than Caucasian Americans (Schwartz & Blankenship, 2014). Presenters in this session will discuss the disparity in diagnosis for those in the African diaspora. Additionally, data associated with this research, the corresponding increased trauma associated with more stigmatizing diagnoses and the paucity in counseling research regarding these disparities will be discussed.

### 11-11:50 AM

#### TRACK 1: INSTRUCTIONAL PRACTICES & PROGRAMMING

#### INCLUSIVE PRACTICES: SUPPORTING THE SUCCESS OF ALL STUDENTS

**Jennifer Buchter**, Assistant Professor of Special Education, Eastern Illinois University  
**Cori More**, Assistant Professor of Special Education, Eastern Illinois University  
**Jennifer Stringfellow**, Associate Professor of Special Education, Eastern Illinois University

**Abstract:** Educators work with diverse individuals, families, and communities. To increase and support a diverse workforce, Institutions of Higher Education need to examine and address barriers that negatively impact students. Inclusive practices include minimal changes to existing practices that can support all students' success.

### TRACK 2: HIGHER EDUCATION

#### UNDERSTANDING AND TEACHING RACISMS: BRIDGING ACADEMIC AND PUBLIC DISCOURSES IN THE CLASSROOM

**Wade Smith**, Eastern Illinois University

**Abstract:** While many U.S. Americans understand racism to be merely a social psychological concern, race scholars increasingly understand racism to be a structural and systemic phenomenon. While the academic discourse of racism has developed alongside and informed a growing public discourse on the topic that spotlights racism in its structural and systemic forms, it has been observed that even many academics cling to older notions of the concept that are out-of-step



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with contemporary theories. When instructors limit their classroom discussions of racism to a consideration of ideologies of racial superiority alone, they not only fail to adequately incorporate contemporary theories into their teaching, they also fail to consider the structural understanding of racism increasingly adopted by our generally young and increasingly less white student body. In this session, we will compare and contrast academic and public discourses on racism, and explore the social significance of discussing various forms of racism in the classroom.

### TRACK 3: SELF-AWARENESS & PERSONAL DEVELOPMENT

#### READING IN A WAY TO IMPROVE DIVERSITY AWARENESS

**Jolynn Kindel**, Senior, English Major, Eastern Illinois University

**Abstract:** Dominant culture viewing is a major problem in society today. Members of the dominant culture tend to ignore any point of view from the minority cultures that are present in the world today. This practice of ignoring minority problems are even present in the practice of reading. In the presentation "Reading in a way to Improve Diversity Awareness" a method called disidentification is taught to show a new method of reading. Using disidentification as a reading tool could help change the way members of the dominant culture read items of literature to allow them to see the point of views of minority group members. Thusly, helping create a world where the dominant culture can be more open-minded and better educated of issues minority groups face every day.

### TRACK 4: MENTAL HEALTH

#### COPING DURING THE COVID 19 PANDEMIC: HOW TO NAVIGATE CULTURAL, MENTAL AND EMOTIONAL CHALLENGES

**Dr. aretha faye marbley**, PhD, Professor, Director of Clinical Mental Health Counseling in Counselor Education, Diversity, Equity, and Inclusion (DEI) Scholar in Residence, AACTE Holmes Program Coordinator in

the College of Education

**R. Patrice Dunn**, LPC-S in Texas, Owner of Real Life Counseling and Consultation Services PLLC, Doctoral Candidate in Counselor Education program at Texas Tech University

**Keegan Trussell**, MS, LPC, CCTP-II, Doctoral Student, Texas Tech University

**Brian Hicks**, MS, Doctoral Candidate

**Abstract:** The workshop presenters will discuss strategies to help recognize, manage, and cope with the cultural, mental, emotional, and physical health challenges of students and the challenges faculty may also encounter during the COVID 19 Pandemic. They will focus on COVID 19 depression and anxiety, fear, anger, sadness, worry, numbness, frustration, and signs of distress such as difficulty sleeping, concentrating, and making decisions. As clinical mental health clinicians, supervisors, and educators, the presenters will discuss health and wellness and the importance of self-care and coping strategies. The workshop will be grounded in real cases and experiences of the presenters and provide opportunities and safe spaces for the participants to share their stories. Resources will be provided and shared. Audience participation is strongly encouraged but not required.





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**12-12:50 PM**

### LUNCH AND SOCIAL TIME

Lunch and conversation with **Dr. aretha faye marbley**, Professor and Director of Community Counseling in Counselor Education and colleagues at Texas Tech University.

**1-1:50PM**



### TRACK 1: INSTRUCTIONAL PRACTICES & PROGRAMMING

#### ESPORTS AND GAMING ON YOUR COLLEGE CAMPUS: DIVERSITY, EQUITY AND INCLUSION INFUSED FROM DAY ONE

**Jack Blahnik**, Graduate Assistant for Campus Recreation, Illinois State University

**Abstract:** Esports is here. Collegiate esports is here. Everyone can play video games. While these are all true, in principle, we know that the reality is that not everyone can play video games. At any level, but for our purposes at the collegiate level, often times our students who have been historically marginalized do not get the same access to resources than your “traditional” gamer. As educators, it’s our job to ensure equal opportunity for all of our students. Now more than ever, when more and more universities are onboarding esports as an officially sanctioned program, we must be proactive and intentional in building our communities and programs for gamers. With a thoughtful and critical approach, we will

leave out our underserved population of gamers. This presentation will outline what esports is and how we can approach building a program that is inclusive for all.

### TRACK 2: HIGHER EDUCATION

#### NURTURING CULTURE IN THE CLASSROOM FOR SUCCESS OF INDIGENOUS AND PACIFIC ISLANDER STUDENTS

**Sarah Aten**, Graduate Student in English Education, Eastern Illinois University

**Abstract:** Poverty, substance abuse, and high incarceration rates are rampant among Native American/First Nation populations; these problems appear in many colonized cultures. However, some areas, such as Hawaii, seem to have overcome those issues with a respectful embrace of the indigenous culture and practices of the indigenous population of the area. As demonstrated in literary works from other related cultures, specifically the Maori and Native Americans, having representation and an understanding of one’s culture lowers the incarceration rates and lays a foundation for indigenous peoples to rise out of poverty. This presentation will equip teachers with tools and resources for raising awareness of indigenous students and cultures and implementing inclusive and diverse practices in the classroom.



## TRACK 4: MENTAL HEALTH

IMPLICATIONS OF MACROAGGRESSIONS,  
INTERSECTIONALITY, AND MENTAL  
HEALTH ON SEXUAL MINORITY GROUPS

**Matthew Flinchum**, MS, NBCC, LPC-Associate, ACA, TCA, Supervised by Russell Kautzsch, MS, LPC, LPC-S, Counselor Education program, Texas Tech University

**Miles Lourenco**, Med, LPC, ACA, TCA, Counselor Education program, Texas Tech University

**Susie Marquez**, MS, LPC, LPC-S, ACA, TCA, Counselor Education program, Texas Tech University

**Hannah Wilhite**, MPH, LCDC, ACA, TCA, Counselor Education program, Texas Tech University

**Abstract:** Students who identify as members of sexual minority groups including the Lesbian, Gay, Bisexual and Queer (LGB) and Kink communities continue to face microaggressions, invalidation, and other forms of both overt and covert discrimination. Experiences of said discrimination can lead to feelings of shame, self-loathing, and an inability to be authentic or congruent with themselves. This presentation reviews the challenges these students can face both at an individual and systemic level from heterosexism and assumed deviancy, including heightened anxiety, depression, and hypervigilance both in an educational setting and as a consumer of counseling services. Presenters offer a research-based review of said challenges, the influences of intersectionality, and evidence-based practices for meeting the needs of said students.

## 1-2:50 PM

TRACK 3: SELF-AWARENESS AND PERSONAL  
DEVELOPMENTINFUSING AWARENESS FOR SUCCESS  
IN A GLOBAL INDUSTRY WITH  
MULTICULTURAL ENVIRONMENTS AND  
DIVERSE POPULATIONS

**Melody L. Wollan**, Ph.D., Eastern Illinois University

**Lisa Brooks**, Ph.D., RD, Eastern Illinois University

**Nichole Hugo**, Ph.D., Eastern Illinois University

**Rick Wilkinson**, Ph.D., Eastern Illinois University

## ADDITIONAL PRESENTERS:

**Akihito Kneeld** (goes by AK), Talent Acquisition Partner for Merlin Entertainment, Orlando FL.

**Cody Czmyr**, Director of Communication and Membership, Michigan Shores Club

**Marissa (Smith) Isles**, Director of Conference and Event Services, Elmhurst University

**Alyssa Abudayyeh**, Director of Marketing for Tinley Park Convention Center and EVEN Hotel

**Nathaniel Crawford**, Chicago Food and Lifestyle

Photographer with Captures by TK (his own business)

**Jalesa Shields**, Night Manager, Pendry Hotels

**Jocelyn Alcantar**, Conference Coordinator Bilingual Spanish with ISACA (a Technology and Risk Management Firm)

**Abstract:** This presentation will begin with an introduction to the global hospitality and tourism (HTM) industry, recent trends in employee hiring and labor markets in the US Hospitality and Tourism industry, and comparison of EIU and HTM program's reported diversity. Next, EIU Hospitality and Tourism faculty will discuss how diversity and inclusion are integrated into the degree program's strategic plan and goals, individual courses and program experiences highlighting elements of seven different program courses. Finally, a panel of alumni offer perspective on their preparation for career success in this industry and how diversity and inclusion influence and apply to their professional lives.

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### 2-3:50 PM

#### TRACK 1: INSTRUCTIONAL PRACTICES & PROGRAMMING

##### THE ETHICS OF ONLINE TEACHING

**Daniel M. Cabrera**, Ph.D., Multimedia Coordinator,  
Center for Innovative Teaching and Learning, Northern  
Illinois University

**Jason Rhode**, Ph.D., Associate Professor of  
Instructional Technology, Northern Illinois University

**Stephanie Richter**, M.S. Ed., Director of Teaching  
Excellence and Support, Center for Innovative Teaching  
and Learning Northern Illinois University

**Amanda Smothers**, Ph.D., Teaching and Learning  
Coordinator, Center for Innovative Teaching and  
Learning, Northern Illinois University

**Abstract:** Conversations related to ethical issues in education are often discussed in all modalities of teaching. Online teaching can magnify the ethical concerns we experience as faculty and students. In this session, we will engage in a discussion on issues of equity, surveillance, and identity in an online environment.

#### TRACK 2: HIGHER EDUCATION

##### NAVIGATING POSITIONALITY AND POWER IN CLASSROOM SPACES

**Elizabeth Tacke**, Ph.D., Assistant Professor of English,  
Eastern Illinois University

**Abstract:** This presentation and workshop asks attendees to consider the power dynamics of their own positionality in classroom spaces. Through a short series of exercises and critical self-reflection, this workshop invites attendees to focus on their own social identity in relation to power dynamics within the classroom and beyond. To support these discussions, the speaker will draw on her own negotiations of white privilege in different community and educational settings to model the need for vulnerability and to underscore critical reflexivity as an ongoing process. In addition, this presentation offers instructors approaches to

norm-setting and other pedagogical practices that can support “difficult” conversations about identity, experience, and how structures of power impact our learning and teaching, drawn from the speaker’s diverse experiences teaching and facilitating, from public school classrooms to prison classrooms.

### 3-3:50 PM

#### TRACK 3: SELF-AWARENESS & PERSONAL DEVELOPMENT

##### EXAMINING HOW ZEALOTS AND RACISTS SHAPE(D) AMERICAN HISTORY AND BIOLOGY CURRICULUM

**John H. Bickford III**, Ph.D., Professor, Eastern Illinois  
University

**Abstract:** Charles Darwin shaped science and history. His pathway of natural selection both suggested common descent and threatened White, Christian, conservatives’ racial and religious superiority. Darwin, though an anti-slavery advocate with distinguished abolitionists on both familial lines, used language replete with assimilationism, racism, and colonialism. His insights on science and complicated history with racism elicited startlingly different responses from empowered regulators atop America’s social hierarchy. White, Christian, conservatives—whether socioeconomically privileged or marginalized—collaboratively resisted evolution instruction differently over time and context. Members of this same demographic have melded evolutionary iterations within racist ideas to justify colonialism, segregation, social Darwinism, eugenics, and racial science. This presentation explores how Darwin and his ideas are (mis)represented within common science and history curriculum today. This study is based on a careful review of over 150 biology textbooks and 100 history-based children’s and young adult trade books.



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