

PANEL DESCRIPTIONS

THURSDAY, October 14, 2010

ALL-CONFERENCE PANEL

10:15 AM – 12:00 PM

Pacifica A

DIVERSITY IN HIGHER EDUCATION

Gender Diversity: Increasing Black Female Faculty. Dr. Alexis McCoy, McCoy Consulting.

Diversity encompasses a myriad of categories involving race, gender, ethnicity and sexual orientation. Society has become more acceptable of diverse people in all walks of life, including the workplace. One workplace sector that has attempted to diversify staff is academia. Although great strides have been made, there still is a need for more Black female faculty. Black female professors face the dual barriers of gender and race when seeking teaching positions in higher education. Some educational institutions attempt to hire minority faculty with mixed results. **METHODS** In order to attract and hire Black female faculty, academia has to make a concerted effort to seek them out. Targeted marketing is one method that can be used, but it is only one in a series of methods used for hiring. This presentation will demonstrate how any higher education institution committed to increasing faculty diversity can recruit and hire Black female faculty. This presentation's content will demonstrate best practices on developing an effective recruitment campaign that an academic institution can undertake to increase Black female faculty. **RESULTS** This presentation will help attendees to develop basic techniques that they can incorporate into the hiring process at their respective institutions. This will allow them to effectively advertise and recruit Black female professors to increase their ranks among the faculty. **CONCLUSION** Any college or university who is sincere and committed to increasing diversity within its faculty will find this presentation beneficial and informative to supply them with the basic tools to recruit and hire Black female faculty.

Increasing Diversity in Academia: A Unique Curricular Approach to Diversify the Graduate School Talent Pool. Dr. Starr Kelly Sage, University of Minnesota.

According to the Council of Graduate Schools, 'the face of higher education does not mirror the face of our nation.' The face of our nation is more diverse than ever before, such that the U.S. Census Bureau indicates one in three Americans self-identifies as a member of a non-white ethnic group.² In spite of our rich diversity, we have yet to achieve racial and ethnic equity within our institutions of higher education. Americans of color remain underrepresented in universities, and not nearly enough of them complete undergraduate degrees or continue on to seek advanced degrees. Innovative approaches are needed to support the educational aspirations of our ever more diverse population. In general, students of color are underrepresented on college campuses, but under representation is even more pronounced in graduate school programs.³ For example, approximately three in ten doctoral-aged Americans is African American or Latino, yet less than one in ten doctoral candidates are members of either of these two groups³. The Office for Equity and Diversity (OED) at the University of Minnesota is committed to advancing educational equity. In an effort to better support diverse undergraduates to seek advanced degrees, the OED proposed a new innovative curriculum for these students. Goals of this effort are to advance educational equity and, ultimately, broaden the diversity of the graduate and professional school talent pool. Outcomes of the initial pilot course offering will be discussed, and participants will learn of strategies for implementing and supporting similar curriculums at their respective institutions. References: 1. Council of Graduate Schools. (2009). Broadening Participation in Graduate Education. Washington, DC: Council of Graduate Schools. 2. United States Census Bureau. (May 14, 2009). Census Bureau Estimates Nearly Half of Children Under Age

5 are Minorities, estimates find nation's population growing older, more diverse (Press Release). Retrieved from: <http://www.census.gov/Press-Release/www/releases/archives/population/013733.html> 3. Woodrow Wilson National Fellowship Foundation. (2005). Diversity and the Ph.D.: A Review of Efforts to Broaden Race and Ethnicity in U.S. Doctoral Education.

CONCURRENT SESSIONS #1

1:45 – 3:00 PM

PANEL A

Marina

PATHS TO EDUCATIONAL PROGRESS

In Struggle in Progress: The Women of the African Diaspora Project. Dr. Uraina Pack, Clarion University and Dr. Claudia Nelson, Coppin State University.

To discuss the development and implementation of The Women of the African Diaspora Project which studies women of color. Methods: An evaluation of the outcomes of the four objectives of the project. Results and Conclusion: A discussion of future goals and revisions to existing objectives based on participant experiences and project work.

PANEL B

Playa Vista

TECHNOLOGY

We're Not in Kansas Anymore: Social Media and the College Classroom. Dr. Teshia Roby, California State Polytechnic University, Pomona.

The winding road of new technologies is never-ending. The current generation of college students feels right at "home" using Web 2.0 social technologies featured on websites such as YouTube and Facebook. Social tagging, wiki construction, and blogging are actions that many of our students perform daily. Do the names of these technologies make your head swirl like a "tornado"? Are you having a hard time wrapping your "brain" around what these technologies are and how they are used? Does your "heart" want you to engage, inform, and teach your students using these technologies, but you just don't know the "road" to follow? This presentation will guide you through the Emerald City of social media and provide overview and examples of classroom uses of several social technologies including wikis, blogs, YouTube, Del.icio.us, and Facebook and perhaps give you the "courage" to try one of them in your own courses.

Open Minds to Open Source. Dr. Reba-Anna Lee, Marist College.

Transition in a higher education institutes is never easy. But transitioning from a vendor model to an open-source or community-source solution, particularly at small and mid-size institution, presents unique challenges. With institutions currently facing the decisions on upgrading to a new version of a vendor product, there is a growing interest in understanding what is involved in implementing Sakai at your institution. In addition, many smaller institutions that have gone without course management systems are beginning to realize the central role this technology is and will increasingly play in the teaching and learning process online and on-campus. These questions and related issues will be answered and addressed during this session. This presentation outlines the rigorous process used by Marist College to implement the Sakai course management system at an institution of its size and type. The presentation will outline the extensive planning that took place, the communication plan that was developed, the actual tools used to implement the transition and the overall analysis of the entire process. This is a vital part of the process when you are moving to an open source model because you are usually moving from a static model to a more fluid, interactive "live"

model. The shift is from a “what can we get for \$\$ (insert amount)” but rather a “how can we make this do this (insert proper functionality) effectively” model. In order for an open model product to function, there must be an open forum for discussion between users, support staff, and the open source community. Lessons learned and how other schools can do the same on a small budget with limited resources.

PANEL C

Manhattan

HEALTH

Relax, Relate, and Release. Tracy McKinney, University of Central Florida.

Often, as we complete tasks in our busy daily lives we forget about one of the most important tasks: taking care of ourselves. As women we are often expected to do it all. Manage the house, raise the children, excel at work/school, and be loving attentive partners in our relationships. However, if we do not take the time to take care of ourselves there is no way we can effectively take care of our many duties. In this session you will learn simple techniques that can help improve your overall health. I will trace the literature to present relevant studies to prove how beneficial yoga can be to maintaining overall health. Studies involving specific strategies to promote health will also be discussed. Halpern (2008) indicates that as new faculty begin positions; they fail to think about how to juggle their lives responsibilities. He goes on to explain the dedication colleges and universities expect new faculty to display. Rarely is there a set ‘close of the business day’ time. This is often hard for new faculty to manage because it is easy to try and stay until all tasks are completed, but there is typically a never-ending list of tasks (Halpern, 2008). These demands can easily lead to stress if not dealt with appropriately. Research indicates that yoga has been used to successfully reduce anxiety in some individuals (Balk, 2009) and that it is as effective as other forms of exercise in improving health-related outcomes (Ross & Thomas, 2010).

Empower Yourself to Safety. Michelle Ray, University of Pennsylvania.

S.A.F.E. for Women, created by the National Self Defense Institute (NSDI), is a women’s safety educational awareness and crime prevention program that offers strategies, techniques, and personal safety options. Certified S.A.F.E. Instructors facilitate the program designed to assist women to reduce their risk of exposure to violence and introduce physical preparedness and safety awareness information into everyday life. This program helps women to understand that “you are your own best defense” and that your safety should be priority one. This Program will be offered at the ABWHE Conference by Certified SAFE Instructor Michelle D. Ray. She is a long standing ABWHE Member and President of the Philadelphia Chapter of ABWHE. The materials for the course were sponsored by The University of Pennsylvania Department of Public Safety Special Services and The Trustees Council of Penn Women. Please participate in this interactive workshop and empower yourself to safety.

Group Healing for Black Women. Dr. Nicole Green and Dr. Tanya Brown, University of California, Los Angeles.

Group Healing for Black Women Graduate Students in Higher Education Purpose “You must structure your world so that you are constantly reminded of who you are”- Na’im Akbar, Black Psychologist.. Often, in predominantly White institutions of higher education, this is difficulty for women of color in general, and Black women specifically, to do. Research has indicated that Black women pursuing higher education degrees often do well academically, but experience significant feelings of isolation, discontent and dissatisfaction throughout their graduate experience. Research has found that four major areas of concern with regard to the graduate student experience for Black women: (1) mentoring and advising, (2) departmental environments, (3) peer interaction, and (4) research and teaching experiences. The data from this study confirms that a students' gender and racial background influence their experiences in graduate school and that race appears to be more salient than gender in influencing whether students had positive or negative experiences. Many students report feeling that the university tends to deny and suppress their voices, perpetuating feelings of isolation,

invisibility and a basic denial of self, critical to positive wellbeing. This proposal offers a presentation and discussion of a culturally responsive group therapy intervention for women of color experiencing distress as a result of the difficulties navigating the higher education process. We will discuss UCLA's Counseling and Psychological Services Graduate Students of Color support group. This group was founded and grounded on culturally congruent interventions and principles of collectivism, unity, creativity, collective responsibility and self-determination, key tenets of success for women of color navigating the university environment.

CONCURRENT SESSIONS #2

3:15-4:45 PM

PANEL A

Marina

TEACHING AND LEARNING

Textbook and Learning Materials Program Assessment in Ghana. Shacarra Westbrooks, Sakile Ramir, Contessa Houston, Shalom Broadway, and Pamela Grant, Chicago State University.

The workshop will describe the team's observations relative to a research project designed to assess the academic impact of gender and culturally sensitive textbooks and learning materials for Ghana, that were developed and produced by CSU in partnership with USAID and the Ghanaian Ministry of Education. Five student researchers will form a panel to discuss their observations during the five-week visit to the 10 regions of Ghana. The discussion will include but is not limited to assessment protocols, methodologies, logistics, as well as student, parent, teacher and administrative responses to surveys, interviews and observations. Additionally, researchers will note similarities and differences between US and Ghanaian teaching and learning modalities.

I Know That I Know That I Know: How Students Can Demonstrate Personal Connection to Course Content through Digital Storytelling. Dr. Teshia Roby, California State Polytechnic University, Pomona.

Storytelling is a time-honored global custom that allows people to share personal and cultural accounts and perspectives in ways that are unique and individual, yet have the potentiality of being transsituational and transcultural. In today's society of new media, new technologies, and fast computers, storytelling is no less important. Digital storytelling for the curriculum is the process of integrating human element and cultural perspective into a lesson or topic within a course. Knowing how to embrace and harness student identity and home cultures for purposeful inclusion in a curriculum is important: If done appropriately, educators can offer new ways of helping students connect with the content and promote knowledge transfer, open opportunities for experiential and active learning with students, incite learner-centered discussions about course topics, and promote identity and cultural inclusion in the learning space. When student- and educator-created culture-inclusion stories are developed and used in the classroom, they can serve as authentic artifacts that have value in a multitude of disciplines. During this presentation we will share student- and instructor-created digital stories and discuss how these digital stories can be used for teaching, learning, and assessment in a variety of disciplines.

PANEL B

Playa Vista

GENDER, SEXUALITY, AND IDENTITY

The Butterfly Effect: Migration to the Place of Power. Felicia Beckett, Chicago State University.

Black women live within/amidst particular landscapes that are governed by racism, sexism, poverty, and lack of access. Through these landscapes limitations, symbolic and/or material, Black women often identify their quality of life by the perceived social construct. This study will examine how symbolic and material past/present landscapes create social constructs for black women. In what ways are black women symbolically through narratives and materially (place, space, temporal) creating new places for themselves? I will explore the intersections between place narratives and real-lived places. The research will include a combination of mixed methodologies including case studies, and content analysis of Black women written narratives. The purpose of this research is to recognize the contributions of Black women to the studies of Geography. To illustrate how narratives are utilized to reimage and shift place in everyday lives. To determine, do Black women reshape their landscape and evolve from the image of victim to one of empowerment. I assert that geography matters to the construction of self-empowerment for black women. Through memory, community and identity black women migrate to a place of self-empowerment. Black women migrate from victim to self-empowerment. This migration includes struggles with memory, community and identity which are necessary from self-empowerment.

Quiet Fire: Higher Education and Women of the Harlem Renaissance. Charita Ford, Paradise Valley Community College.

When Jessie Fauset was denied admission to Cornell University, and then later was accepted, this began her long career of defying social constraints, and the “racial/gender mountain” that attempted to define and limit women of this period’s educational opportunities and most importantly attempts to thwart their social, political, and literary activism. The torch was passed from the nineteenth century women’s crusade and the anti-lynching movement was taken up by the “Harlem literati.” Anti-lynching literature was produced by Harlem Renaissance women. The link between so many of these women’s higher education and their activist spirit is the essential theme of this presentation. As educators, many of these Black women continued in academia, and mentored others along the way. Women such as Anne Spencer, Clarissa Delany, Elise McDougald, Gwendolyn Bennett, Zora Neale Hurston, Georgia Douglas Johnson and many more will be presented. Their struggles to alter the institutions from which their hard fought degrees were awarded and their continual imperative to uplift both the race and “the black woman,” will inspire and challenge us today.

Open Secrets: An Exploration of the Campus Climate for Lesbian and Bisexual Women at HBCU’s. Donique McIntosh, University of Massachusetts.

This qualitative study explores the campus climate for lesbian and bisexual women at historically black colleges and universities (HBCU’s). It also explores how, if at all, the culture at HBCU’s impacts student perception of the campus climate. Methods: I conducted focus group interviews at two historically black colleges with a total of twelve students. I also administered a campus climate survey and analyzed written artifacts such as employee nondiscrimination statements, admissions policies, residence life guest policies, presidential convocation speeches, and women’s studies syllabi. Results: Preliminary findings suggest that HBCU’s are 1) generally not supportive of lesbian and bisexual students; 2) largely influenced by Christian religious doctrine and religiously-based homophobia and; 3) lacking institutional support for lesbian and bisexual students. Students report harassment, feel pressured to conform to hegemonic gendered expectations of dress and behavior, are penalized for not being or appearing heterosexual, and are rewarded for being or appearing heterosexual. Conclusion: Lesbian and bisexual students at HBCU’s face some of the same challenges that students at predominantly white institutions face, i.e., harassment, discrimination, and

pressure to conceal their sexual orientation (Rankin, 2005). However, African American cultural beliefs about womanhood, sexuality, and religion mediate those challenges and thus impact campus climate.

Psychological Strategies to Dispel the Myth: Women's Roles in Academia...Does Gender Matter? Dr. Renee Thompson, DeVry University.

The U.S. Constitution and civil rights laws prohibit gender based discrimination in the workplace; gender should not be a factor in determining executive and professional leadership positions. Research confirms under representation of women in academic leadership positions is still ubiquitous. Either out of enduring prejudice or design, white men continue to believe women are less suitable than men for leadership positions. In fact, African American women face greater challenges than white women in securing leadership positions due to the dual burden of racism and sexism. Allen, Jacobson, & Lomotey, (1995), addressed race and racism in the educational leadership arena. Their assertion is race more than gender is the major obstacle to career advancement. The ongoing debate focuses upon leadership styles of men verses women. The underlying theme in this debate is women are nurturers and men are hunters; in other words, "women take care, men take charge" persists. This presentation seeks to dispel the myth that men are better leaders than women in leadership roles in academia. The presentation will be conducted in a power-point format utilizing the Socratic methodology of open-ended questions to permit participants to respond based on their comprehension or beliefs about the topic. The expected results are to encourage women to explore and discover their beliefs and attitudes about the topic, unfold insight, adopt useful psychological strategies, and empower women to seek leadership roles in academia because it is essential to dispel the myths about women leaders in hopes of advancing more women to leadership roles.

Panel C

Manhattan

HEALTH

Visualizing the Path to Sleep Apnea. Syga Robinson, Felicia Turman, Margarita Kim, and Yashema Thomas, Chicago State University.

Sleep apnea is a sleep disorder caused by disruption of airflow to the lungs that lasts at least for 10 seconds (pauses in breathing) and is associated with 4 % drop in blood's oxygen saturation level. Sleep apnea can be classified as obstructive sleep apnea (OSA), central sleep apnea (CSA), and mixed sleep apnea (obstructive and central sleep apnea). Sleep is essential for brain metabolism, rest of the cardiovascular system, and glucose metabolism balance. Sleep apnea patients tend to experience hypoxemia and hypercapnia that increases the risk for stroke, hypertension, heart attack, muscle pain, weight gain, and diabetes. Also, psychological conditions such as anxiety, lack of motivation, decreased sex drive, mood swings, depression, and narcoleptic attacks have been associated with sleep apnea. Although there are sleep apnea assessments that have been developed, we need to see how one can visualize the pathophysiology that has led to the sleep disorder. In this study, we will use the Wolfram Mathematica 7.0 software to mathematically compute and visualize the pathophysiology of sleep apnea.

Pre-and-Post Bronchiolar Studies on Chronic Obstructive Pulmonary Disease. Syga Robinson, Felicia Turman, Margarita Kim, and Yashema Thomas, Chicago State University.

Chronic obstructive pulmonary disease (COPD) is a group of respiratory diseases characterized by chronic and recurrent obstruction of airflow in the pulmonary airways during exhalation, which includes both asthma and emphysema. COPD is the 4th leading cause of death in the United States. It is non- or poorly reversible. A sample size of 10 asthma and 10 emphysema patients were given a forced vital capacity (FVC) test to determine the ratio () (%), forced expiratory flow 25 - 75 % (%), and peak flows (L/s) before and after using the bronchodilator. It was found that patients with asthma had little to no increase, while patients

with emphysema had a significant increase in post - bronchodilator use. A math modeling software, Mathematica (Wolfram Research, Inc.) was also used to determine the degree of reversibility. Further inferences could be made to : (1) screen for other pulmonary diseases, (2) assess disease progression, (3) assist in the determination of pulmonary disability, and (4) modify the therapeutic approach to patient care.

FRIDAY, October 15, 2010

**CONCURRENT SESSION #3
10:15-11:30 AM**

PANEL A

Marina

CAREER AND PROFESSIONAL DEVELOPMENT

Show Me What You Are Working With. Valerie Dorsey Allen and Isabel Mapp, University of Pennsylvania.

This workshop will explore how to develop opportunities for identifying mentors; model ways to showcase academic/non-academic works in preparation for advancement; and identify a way to provide support and networking opportunities in the academy. This workshop will give information and suggestions for establishing a seminar/networking series that will highlight showcasing the work of as well as providing a supportive environment to attendees as modeled by the Women of Color at Penn seminar series. The Women of Color at Penn seminar series is a monthly gathering which brings together women from different cultural and ethnic background to network and share information about research projects, recent publications, writings, business services, personal stories, and artistic talents. The discussions take place from noon to 2:00 PM and works in collaboration with other university offices. The one hour presentations are repeated to allow attendees who take their lunch break between 12-1:00PM or 1:00-2:00PM to attend. The monthly gatherings foster intellectual discourse, promote cross-cultural interactions, provide mentoring and leadership training as well as showcase the achievements and contributions of attendees. These activities promote an environment supportive of diversity for faculty, staff, students and the surrounding community. An effective model to create a program in your institution that fosters communication of ideas, promote the sharing of resources and the how to develop a mentoring program, will be explained.

Your Job is not Your Work: Black Women Navigating the Ivory Tower. Dr. Sharoni Little, University of Southern California.

This presentation will discuss how as the powerful and poignant documentary "Shattering the Silences" demonstrates, the "ivory tower" has historically built moats, such as low retention rates and low representation of students, faculty, and administrators of color. These barriers marginalize and exclude alternative modes of scholarship that might undercut dominant social, cultural, and political views. As they deal with both racism and sexism, many Black women find that they have to prove their professional abilities while justifying their scholarly interests. This often leads to an academic career or educational experience that finds Black women expending a lot their energy dealing with these issues, rather than maintaining their research or teaching focus. Often times, they get consumed with "job" roles versus their larger purpose for being in the academy. This talk will address strategies for maintaining clear personal and professional goals while not getting detoured by challenges and barriers that may arise.

PANEL B

Playa Vista

CAREER AND PROFESSIONAL DEVELOPMENT

Culture Shock to Culture Shift: 21 Tips on How to Become a Black Female Leader in Academia. Reba-Anna Lee, Marist College.

In 2010, it is still difficult to be a Black woman in academia. There are many ways that a smart and strong woman of color can transcend the many obstacles placed in the way; however, she must keep her wits about her at all times as well. The 10 tips outlined in the presentation will cover common/uncommon techniques and tips that women of color have used to stay the course to become leading academics. The tips and techniques will focus, not only the basic leadership skills but also have an emphasis on overcoming the negative and transforming challenges to successes. The main goal of this presentation is tri-fold: to raise self esteem, self awareness, and the spirit of the Black woman in academia so that she can lead into the future. The session will be divided into the three areas mentioned above and each will have 7 tips/techniques associated with it.

The Chicago State University-Ghana Teaching Learning Materials Program (TLMP): Relationship between the Train-the-Trainer (3T) Model and Professional Development (PD) - A Dissertation Proposal. Nicole M. Ford, Chicago State University.

This instrumental case study will examine the perceived effectiveness of the TLMP Train-The-Trainer (3T's) summer program for professional development. The subjects for this study will be TLMP assigned "Instructors" and the first group of Ghanaian teachers, known as "Master Teachers". The United States Agency of International Development (USAID)/ Chicago State University-Ghana Teacher Learning Materials Program (CSU-Ghana TLMP) is an international initiative. It was created in 2005 and was designed to address the challenges relating to the lack of teaching and learning materials and teacher preparation in Ghanaian primary classrooms. Under this initiative, the Master Teachers will receive professional development training in America facilitated by Instructors from the CSU College of Education and USAID. The current study will use four research questions: the first relates to the perceived effectiveness of the TLMP 3T's summer program; the second question will focus on the factors of the TLMP 3T's program that impact professional development; the third question will concentrate on elements of the program that are most closely associated with new knowledge and skills gained by the Master Teachers; while the final question is a pre/post comparison of perceived effectiveness of instructors and Master Teachers. Qualitative methodologies will be utilized to answer these questions and the data will be summarized by providing rich descriptions of the interactions and processes. This allows for explanation of the phenomena and identifies themes, as well as patterns. The study will also provide valuable information for future research related to on-site implementation and evaluation of the "Master Teachers" impact on Ghanaian primary school teachers.

ALL-CONFERENCE WORKSHOP

11:45 AM – 12:30 PM

Pacific B

Utilizing Your Inner Power to Map Your Professional Master Plan, Nzingha Dugas, University of California, Berkeley.

Higher Education, in the last twenty years has been a source of economic upliftment for African Americans. For African American women (AAW), it has meant access to administrative and faculty positions, publishing, social and political networks – an area once designed for only certain segments of the population. While the flower continues to bloom, the number of AAW in higher educational leadership is not nearly what it could

be compared to counterparts. Instead of worrying about, and reacting to the lack of progress in some areas of higher education, we have an opportunity to chart and implement our own success maps. Examining our situations and creating a plan of advancement is essential to our personal development and life contentment. This workshop will assist participants in identifying critical knowledge to shape their careers, including, creating strategies to build social capital, finding the right mentorship relationships, saying yes or no at strategic times and most importantly strengthening and using your inner power as a guiding post. It's designed to help participants create their own success stories using the resources they have, while crafting more connections to support them. It's designed to help participants identify essential processes that will move their careers forward and help them create spaces of mobility. Participants, at the close of this workshop, will understand how to capitalize on their intuition, map their next professional steps and profit from that investment.