

Illinois Committee on Black Concerns in Higher Education  
**ICBCHE Journal**

## **Diversity: The Impact of Globalization on Race, Gender, Class and Diverse Populations**

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and

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### **Abstracts**

#### **The Human Consequences of Globalization in the Third World: Implications for Higher Education Policy and Practice**

Margaret Asalele Mbilizi, Ph.D., Assistant Professor, Department of Counseling, Adult and Higher Education, Co- Director for the Office of International Initiatives, College of Education, Northern Illinois University, DeKalb, IL.

The purpose of this article is to examine the human consequences of globalization in the Third World with particular emphasis on poor women and children. The concept of globalization is reviewed from an economic and sociopolitical perspective. Then the article discusses how poor women, children, workers, and farmers in the Third World have been affected by various aspects of globalization. Third World poverty is discussed within the context of higher education policy and practice. The author argues that while higher education institutions have been directly affected by globalization themselves, they have a duty and moral imperative to instigate global social justice. Rather than merely responding to the demands of globalization for their own survival and competitiveness, colleges and universities need to develop strong research agendas and programs for generating new ideas and visions for an equitable and democratic management of the global economy.

#### **Changing the Ideology: An African American Policy-Making Agenda for the New Millennium**

Kimberly Lenease King, Ph.D., Associate Professor; Renée A. Middleton; and Jerry G. Mathews.

Department of Educational Foundations, Leadership and Technology, Auburn University, Alabama.

In this article, the white supremacist ideology is defined as it informs education policy and practices. Secondly, three examples are used to illustrate the influence of such an ideology: the creation and protection of racially segregated schooling, desegregation policies, and the current use of school report cards. The article concludes with recommendations to minimize the influence of this ideology on education policy and reforms.

#### **Toward Understanding the Capacity in Self: A Look at Resiliency Among African Girls in Kenya**

Teresa A. Wasonga, Ph.D., Assistant Professor, Department of Leadership, Educational Psychology, and Foundations. Northern Illinois University, DeKalb, Illinois.

This research investigated resiliency and educational implications for Kenyan high school female students. A modified Healthy Kids Resiliency Module survey developed by WestEd was used to

collect data from 427 students. A high mean score on personal resiliency, with 79% percent of participants reporting high resiliency was found. Disaggregated data indicated that students from rural villages scored significantly lower than those from cities and towns in the measure of resiliency. Thus, girls growing in rural villages of the country may be more unlikely to persist in school. Since only 40% of girls make it to high school, this study highlights the need for understanding capacity in self among girls. This understanding may lead to intervention strategies that build resiliency among girls. With high levels of resiliency, girls may be able to protect themselves from cultural, educational, and policy norms that work against them.

### **The Impact of Single-Sex Education on African Girl's Expectations and Aspirations for Higher Education and Non-Traditional Occupations: The Case of Malawi**

Margaret Asalele Mbilizi, Ph.D., Assistant Professor, Department of Counseling, Adult and Higher Education and Co- Director, Office of International Initiatives, School of Education, Northern Illinois University, DeKalb, IL

This paper is a report of a study conducted in Malawian primary and secondary schools to investigate the socializing experiences that influence girls' expectations and aspirations for higher education and nontraditional occupations. A structured questionnaire was administered to primary and secondary school girls and boys to gather information on students' educational and occupational aspirations and expectations, and gender role attitudes. The survey was followed by in-depth tape-recorded qualitative interviews with male and female teachers. Classroom observations were conducted in math and science classrooms. Data analysis included cross- tabulations of variables that are likely to influence the aspirations and expectations of students for higher education and non-traditional occupations. Qualitative data was analyzed using the constant comparative method.

The results show that single-sex boarding schools are better for girls in many respects compared to coeducational schools. Girls attending single-sex schools in the study held higher educational aspirations and expectations, and aspired for nontraditional careers and college education. While boys in single-sex schools had even higher expectations and aspirations, most of them harbored stereotypical notions about women's gender roles. Policy recommendations resulting from the findings in this study include the expansion of single-sex education, gender streaming in coeducational schools, gender sensitivity training for both teachers and students, and improvements in math and English education.

### **An Equal Chance: The Historic Role of Affirmative Action in Higher Education Admissions**

Alexis D. McCoy, Ed.D., Human Resources Classification Manager and Adjunct Assistant Professor of Management, Northeastern Illinois University, Chicago

Higher education has been the foundation for the establishment of the middle-class. There is a direct correlation between higher education and income potential. Therefore, the desire to seek higher education is an utmost goal for many students especially Black students. One means of promoting their education admissions for Black students is through affirmative action plans. In most instances, affirmative action is associated with employment and hiring practices, but it has also been used in college admissions. Colleges have used affirmative action as a means of obtaining a diversified student body as well as offering equal opportunity to disadvantaged students.

This paper highlights affirmative action from a historical perspective and how it has been applied toward college admissions. The paper will also illustrate the impact the United States Supreme Court has had on affirmative action in the area of education, including its most recent rulings in 2003.

### **Globalization of the Academy is Shaping Leadership Decisions for the Nation's Newest Senior Student Affairs Officers**

Brian O. Hemphill, Ph.D., Vice President for Student Affairs, Northern Illinois University;  
Donna M. Simon, Ed.D., Associate Vice President for Student Affairs, Northern Illinois University;  
Lemuel W. Watson, Ed.D, Professor and Acting Associate Dean, School of Education, Northern Illinois University, DeKalb, IL.  
No Abstract Available.

### **Conducting International Research on Sexuality: A Model for Research in International Settings**

Francesca G. Giordano, Ph.D., Associate Professor and Acting Chair, Department of Counseling, Adult and Higher Education, Northern Illinois University, DeKalb, IL.

Two groups of Honduran women were asked questions about how values about sexual behaviors, marriage, and children are conveyed between mothers and daughters or older and younger Honduran women. The questions included the context in which these discussions happen as well as what values were conveyed. The qualitative research strategies the authors used to gather data in an international setting, involve graduate students, and use multiple triangulation techniques to increase the validity of an American researcher drawing conclusions from international data. This will demonstrate how an international researcher can facilitate communication across cultures by exploring a topic that is not typically discussed by Latinas.

### **The Challenge of Building a Social Movement: The Right of Return for African American Katrina Survivors**

Jill H. White, Doctoral Candidate. Northern Illinois University, Dekalb, IL.

"I compare what happened to us in New Orleans to what happened to my ancestors when we were kidnapped and stolen from Africa. The method and means that they got us out was like us on the auction block once again. Men, women, mothers and children, sisters and brothers were split up. When you got on the bus, you didn't know where you were going. They had officers with guns and soldiers with guns on the bus. You couldn't get off the bus" (Suber, 2005, Katrina survivor).

### **South Africa in the Post-Apartheid Years: Collegiate Experiences**

Carol Logan Patitu

### **The Place of Race: A Narrative of the Fulbright Experience**

Lemuel W. Watson