



Faculty Women's Caucus
6th Annual Symposium on Research & Creative Work

Sponsored by the Dean of the Faculty
In celebration of Women's History Month

Thursday, March 17, 2005
3:00 to 5:00 p.m.
Founders Lounge, The Frick Center

Welcome

Dean Michael Bell

Vice President of Academic Affairs and Dean of the Faculty

Invited Chairperson

Ms. Barbara Lucks

Attorney at Law

Elmhurst College Board of Trustees Member

Class of 1973

Invited Presentations

Outside the Ever-Widening Circle: Elmhurst College and its Historical Relationship to the Larger Community

Elaine Fetyko Page, Buehler Library

No institution of higher learning is isolated from the local community in which it exists. My research seeks to incorporate outside perspectives of the church and community in order to better understand Elmhurst College and its history. It has been noted that Circle Hall, the newest academic building constructed at the College, is the first on the campus to have the main entrance face away from the center of the College and toward the larger community of Elmhurst. This turning to the outside of the College's "ever-widening circle," as the College's early history was described by H. Richard Niebuhr, represented for me a fitting time to begin study of the College from an outsider's perspective.

The Impact of Gender Differences in Occupational Attainment on the Relative Earnings of Young Workers

**Susanne Schmitz, Center for Business and Economics
with Paul E. Gabriel, Loyola University of Chicago**

The purpose of this study is to measure the influence that gender differences in occupational structures have upon the relative earnings of young women in the U.S. labor market. Our empirical methodology integrates a multinomial logit model of occupational attainment with estimated human capital wage equations across occupations. If differences in occupational attainment are taken into account, the overall average gender wage differential can be expressed as the result of two potential influences: (1) Within-occupational differentials: gender wage differences in given occupations; and (2) Across-occupational differentials: wage differences resulting from unequal employment prospects for women. The combined estimation of occupational attainment and human capital earnings models provides a more detailed breakdown of the sources of gender earnings differentials than is typically presented in standard wage decomposition analyses. Empirical analysis of data from the 1979 cohort of the NLSY suggests that nearly three-fourths of the male-female gap in hourly earnings results from men having more favorable earnings structures within occupations, relative to their female colleagues. Thus, gender differences in occupational distributions apparently have a minor impact on the relative earnings of women.

Music Honors in Jamaica

Judy Grimes, Director of Music Education, Department of Music

During the summer 2004 Professor Grimes was honored in Jamaica for her creative work as the honorary guest of a three-hour ceremony to acknowledge her significant contributions to the country over the past 25 years. Dignitaries from the Jamaican government, from the entertainment industry and from the numerous schools and bands whose members she has personally taught participated in the ceremony. Professor Grimes has been invited to share her work in Jamaica that lead to this honor.

Displays of Scholarship and Creative Work

Uncommon Immersions -- Sabbatical Exhibition

Lynn Hill & Mary Lou Stewart, Art Department

Bad Mommy, No Biscuit: A Comparison of Mainstream and Alternative Parenting Magazines

Ayanna Gaines, MLIS, Library

This paper compares and explores the content of four mainstream and alternative parenting magazines, examining in particular how feelings of guilt and insufficiency are evoked in readers.

Predictors of Body Mass Index in Fourth- and Fifth-Grade Students of Different Races

Heather L. Hall, Kinesiology

The purpose of this investigation was to determine which variable best predicts body mass index (BMI) in children of different races. Students were given the Fitnessgram fitness test and completed a questionnaire regarding knowledge, attitudes, and beliefs about physical activity. Stepwise Multiple Regression Analyses were conducted for each race. For African American students, knowledge, barriers, and the mile run contributed to the variance. Social norms and barriers were found to contribute for Hispanic students, while knowledge and the mile run contributed to the variance for White students.

A Classroom Perspective on the Principle of Moderate Challenge in Mathematics

Debra K. Meyer, Education, with Julianne C. Turner, University of Notre Dame

This poster presents a research review on challenge as a motivator and an analysis of traditional motivational research, which focuses on individual differences and decontextualized tasks. Turner and Meyer concluded in this manuscript published in the *Journal of Educational Research* in 2004 that challenge must be coupled with positive affective support for optimal motivation. They described the kinds of classroom contexts that are likely to promote challenge seeking and learning and support their argument with the case study of a 7th-grade teacher. (*Journal of Educational Research*, 97, 311-318).

ALSO ON DISPLAY:

Turner, J. C., & Meyer, D. K. (2004). Are challenge and caring compatible in middle school mathematics classrooms?

In P. Pintrich & M. Maehr (eds.) *Advances in Motivation and Achievement (Vol. 13)*. Greenwich, CT: JAI Press.

Turner, J. C., Meyer, D. K., & Schweinle, A. (2003). The importance of emotion in theories of motivation: empirical, methodological, and theoretical considerations from a goal theory perspective. *International Journal of Educational Research*, 39, 375-393. Published in 2004.

Specifying the Flexible Mental Representation Used in Jazz Improvisation

Helga Noice, Psychology, with Roger Chaffin, University of Connecticut, Tony Noice, Indiana State University, John M. Jeffrey, Elmhurst College, and James Pelletier, University of Connecticut

A jazz pianist generated talk-aloud protocols during two practice sessions of music he had never seen before. He also produced a series of *practice graphs* (multiple annotated copies of the music, each attending to a different dimension). Using regression analysis, it was found that his mental representation of the musical structure was similar to that of a previously studied classical pianist. However, the aim of the classical pianist was to lay the groundwork for memorization of the exact fingering whereas the jazz pianist isolated clues that would allow him to transpose the music (in his head) to other keys, and improvise entirely different versions.

ALSO ON DISPLAY:

Noice, T. & Noice, H. (2004). A cognitive learning principle derived from the role acquisition strategies of professional actors. *Cognitive Technology*, 9 (1), 34-39.

Noice, H., Noice, T., Staines, G. (2004). A short-term intervention to enhance cognitive and affective functioning in older adults. *Journal of Aging and Health*, 16 (4), 1-24.

Faculty Guidebook: A Comprehensive Tool for Improving Faculty Performance -- The Vision and the Reality -- Marie Baehr, Academic Affairs and Physics

This poster describes the process that was used to develop a Faculty Guidebook that helps faculty interested in building students' learning skills while learning content. Over twenty faculty members from across the country contributed to the 65-module book. Copies of the book are available for review and PDF files on CDs are available of the book.

Editing Against/As the Grain

Ann Frank Wake, English & Intercultural Studies

Becoming Poetry Editor of *River Oak Review*, a national literary journal, requires some self-critical decision-making. How does an editor reconcile years of study and experience regarding aesthetic decisions with the reality that, perhaps rightly, most will view such choices as mere matters of personal taste? How do an editor's choices reflect/shape/reconcile personal politics with a hoped for readership that will purchase (or not) the product?

The Glass of Fashion: Librarianship for the 21st Century

Susan Swords Steffen, Library, with Michael J. Bell, Dean of the Faculty

This essay examines the changing roles, responsibilities and expectations of reference librarians as they are called to re-imagine themselves as professors, that is, to move their sense of themselves from imparters of skills to interpreters of knowledge. It explores the implementation of this new teaching/learning relationship in light of both the task of introducing information literacy standards across the curriculum and the institutional drive to orient reference librarians toward teaching as a primary responsibility.

Academic Writing: Genres, Samples, and Resources -- Mary Kay Mulvaney, English

This co-authored interdisciplinary composition textbook presents a genre-theory based approach to effective academic writing. The text includes student samples of 15 different academic genres collected from colleges and universities across the country.

Academic Librarians for the 21st Century: The Small College Library as A Crucible for the Future of the Profession -- Susan Swords Steffen, Donna Goodwyn, Elaine Fetyko Page, Ayanna Gaines, and Jennifer Paliatka, Library

As an institution that prepares students for professional excellence, and that has developed a model small college library for the 21st century, Elmhurst College is fertile ground for recruiting and nurturing future academic librarians – a critical necessity identified by the Association of College and Research Libraries' Focus on the Future Task Force. This poster features the Library's initiatives to recruit and mentor librarians, and the impact of these initiatives on the Library, its programs, and services.

Conditional Leadership: The European Commission and Regional Policy

Jennifer R. Boyle, Political Science

In this study Dr. Boyle investigated the role of the European Commission in the growth and elaboration of the European Regional Development Fund, which together with the other structural funds accounts for no less than 1/3rd of the European Union's budget. Behind the headlines of the single currency, the structural funds have reshaped the political and economic face of Europe. This book will bring to light the importance of the ERDF and seeks to make at the same time an important theoretical contribution to our understanding of how Europe is integrating by evaluating the tactics and influence of the European Commission.

Scholarship in Early Childhood Special Education

Therese Wehman, Education

This past year Dr. Wehman co-edited a textbook in which she co-authored the first chapter. She also published two articles: (a) one focused on working with families as teachers and mentors for pre-service students and is an outgrowth of our work in the Early Childhood Special Education Masters Program, and (b) a piece for new teachers working in inclusive classrooms on collaborating and partnering with families:

Wehman, T., Wolf, P., Postal, V., Wehman, P., & Turner, E. (in press). Service Delivery. In P. J. McLaughlin, P. Wehman, & T. Wehman (Eds.). *Inclusion of Persons with Intellectual and Developmental Disabilities* (pp. 1-59). Austin, Texas: PRO-ED, Inc.

Wehman, T. (2004). Developing Family-Centered Early Childhood Special Education Practitioners by Utilizing Families as Mentors and Teachers. *Focus on Teacher Education*, 4. Association for Childhood Education International.

Wehman, T.(2004). With Family in Mind. *New Teacher Advocate*, 4-5. Kappa Delta Pi Publisher.