

Wyletta Gamble-Lomax and Anthony Felder
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The Significance of Peer Mentoring in the Pursuit of Tenure

Obtaining tenure and promotion at an institution of higher learning can feel overwhelming for tenure-track faculty. Often, tenure track faculty are required to teach a full class load, provide service to the institution and community, and perform scholarly research for publication. In teacher preparation, there is the additional responsibility to maintain programmatic accreditation, which requires much effort in data collection, writing, and reports. The journey to tenure and promotion is long and challenging if done in isolation. Partnering with a colleague to gain support and guidance can relieve the stress and pressure while applying for and obtaining tenure and promotion within a strict timeline with many expectations.

Additionally, when only Black faculty make up approximately 6.5% of all tenure-track faculty nationwide, the pursuit can become discouraging. It is critical to have a mentor to assist you through the process. The uniqueness of a peer mentor is that you both are journeying the same terrain together and there is much to be gained during this process. In this presentation, Dr. Wyletta Gamble-Lomax and Dr. Anthony Felder, both assistant professors in the Department of Teaching and Learning here at Coppin State University, will share their insights on how peer mentoring has helped them in the pursuit of tenure and promotion including, among other areas, engaging in meaningful instruction, producing scholarship, and how to maintain a healthy work-life balance all while resisting burnout. In an HBCU context, partnering with another faculty member who works in a context to support students of color, particularly Black students, is empowering and serves as a constant source of motivation. HBCUs that prioritize tenure and promotion for junior faculty members should implement mentoring opportunities and networks to support them in meeting this critical professional goal.

Dr. Mercy Nguayse Shenge
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Disparities in the Distribution of Sustainable Urban Parks: A case of Central and South Tucson, AZ.

This study highlights the poor conditions of urban parks in the Marginalized Populations of South Tucson, AZ. Urban parks contribute to urban neighborhoods and places' physical and aesthetic quality. They are environmentally beneficial to communities, including controlling flooding. Despite their usefulness in controlling flooding, some of the Marginalized Populations of South Tucson do not have parks that can benefit them in this role. A mixed method was used for the study. We used a mixed-methods approach - case studies, vegetation, and impervious surface analysis. Three (3) parks from South Tucson, namely Mirasol, Ormsby, and Santa Rita, and three (3) from Central Tucson, a predominantly Caucasian community, namely Gene Reid, Brandi Fenton, and x, were selected using stratified random sampling for comparative analysis. Data was collected on the proportion of green space, impervious surfaces, and amenities at the park and was analyzed using ANOVA, JMP, and STATA. Findings show that parks in Central Tucson are larger, have a higher proportion of green spaces, less impervious surfaces, and have more facilities than those of parks in South Tucson. The study recommends that principles of environmental justice be included in the distribution and maintenance of public parks in marginalized communities and that residents collaborate to identify park development priorities to ensure they have a voice in creating sustainable parks in their communities.

Presenter:

**Johnny Rice II, DrPH, MSCJ
Associate Professor, Department of Criminal Justice, &
Research Fellow, Bishop L. Robinson Sr. Justice Institute
College of Behavioral and Social Sciences (CBSS)**

The Dangerous Recipe Study on Gun Possession and the Black Male Lived Experience: Insights from the Coppin State University, Baltimore City Research Team

The Dangerous Recipe's aim was to provide a contemporary understanding of gun possession and exposure among young, more specifically, Black males living in cities often associated with high rates of gun violence. In gaining this knowledge, the study sought to identify key ingredients (or the factors) that contribute to gun violence within this population. The study was approached through two phases allowing for quantitative (Phase 1) and qualitative (Phase 2) analysis. The four cities involved in Phase 2 of the study (and their associated HBCU) include: Wilmington, Delaware (Delaware State University); Baltimore, Maryland (Coppin State University); Houston, Texas (Texas Southern University); and Jackson, Mississippi (Jackson State University).

In the qualitative phase of the study, participant eligibility required each male to be: Black/African American, 15-24 years old, reside in the site city, and have experience with gun possession. Through open-ended survey interviews, unique insight about gun possession was collected. Participant perception of trauma and mental health will be considered. The presenter/investigator will also share key study findings from the Baltimore Site and include personal reflections.

Preparing Children for Kindergarten
Dr. Claudia Thorne, Assistant Professor, Social Work
Aniyah Brewer, Social Work Student

Abstract

Introduction

The Readiness Matters Report (Maryland State Department of Education, 2024) report indicates that 39% of Baltimore City students are kindergarten-ready, compared to 44% of the Maryland student body. Students enrolled in *Human Behavior and the Social Environment* in the Department of Social Work course developed learning activities to support parents in preparing their children for kindergarten. The project includes an overview of child development theory, learning domains, the social workers' role in supporting kindergarten readiness, and practical activities parents can engage in to support infants, toddlers, and preschoolers in preparing their children for kindergarten.

Purpose

This presentation describes what parents can do to support their children's kindergarten readiness and the role of social workers in supporting Baltimore City Public Schools' diverse student body.

Design and Methods

Students conducted a literature review to identify parent-centered approaches to support kindergarten readiness in the following domains: Self-concept, Fine Motor, Gross Motor, Cognitive Development, Language, and Communication Skills.

Results

Students learned about applying child development theory to developing parenting skills to prepare children for kindergarten. Students gained knowledge about the role of social workers in enhancing parenting skills.

Conclusion

This group activity supports students in developing the following competencies defined by the Council of Social Work Accreditation:

- Engage in diversity and difference in practice
- Engage in Practice Informed Research and Research Informed Practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities

- Intervene with individuals, families, groups, organizations, and communities

Maryland State Department of Education. (2024). *Readiness Matters*. Maryland State Department of Education. Retrieved October 4, 2024, from <https://earlychildhood.marylandpublicschools.org/kindergarten-readiness-report>

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Culture as Social Capital: The Implications of Meta-Axiological Dilemma for the Etiology of a Culture of Poverty

ABSTRACT: Urban economic redevelopment in recent years prides itself on inclusion of local community input while overlooking the impact of social capital on the sustainability of development efforts, particularly amid skyrocketing juvenile crime. Against the backdrop of heavily funded, multiyear urban economic redevelopment projects in Baltimore City, a post-Covid 19 surge in juvenile crime persists unchecked and unfettered. State and municipal leadership openly acknowledge the failure of the juvenile justice system to manage this problem, desperate for solutions amid public outcries for accountability from exasperated parents, frustrated community residents, and victims despaired by the violence. With urban gentrification threatening family displacement as an inevitable consequence, Maryland Governor Wes Moore has met juvenile lawlessness with Executive Order 01.01.2024.05 linking juvenile crime with child poverty in the hopes of eradicating the latter and, thereby, breaking cycles of crime in Maryland communities. It establishes the Office for Children and Office of Crime Prevention and Policy to work in conjunction with the earlier 2022 Child Interrogation Protection Act requiring law enforcement upon taking a child into custody or charging a child with a criminal violation to provide actual notice to the child's parents, guardian, or custodian; requiring the notice to include the child's location, the reason for the custody action or charge, and instructions

on how to make in-person contact; prohibiting the interrogation of a child by law enforcement until the child has consulted with a certain attorney and a notice has been provided to the child's parents, guardian, or custodian. Combined, these measures focus more on protecting the civil rights of alleged juvenile perpetrators, redirecting diversionary programs, and reform of a failed juvenile justice system, not the causes and motivations for their behaviors. The underlying assumption characterizes crime as an alternative behavioral choice of social agency amid the socioeconomic marginalization and Mertonian anomie spawned by concentrated poverty and its attendant subculture, joblessness, rising costs of living, and familial dysfunction.

Researchers have devoted considerable attention to the cultural conditions of concentrated poverty. But scant research is available on behavioral associations between juvenile crime reduction and pressures of gentrification on the pre-redevelopment social conditions of urban families forging lives under conditions of poverty, economic disadvantage, physical decay, and severely limited opportunities to improve welfare and well-being. This paper intends to contribute a theoretical framework toward encouraging such research by discussing how pre-redevelopment cultural conditions of concentrated poverty in areas targeted for gentrification heavily influence crime as a rational alternative choice for economic agency. To this end culture is presented as a cybernetic model of human development whose logistical arrangement of interpretative “*deep structural*” axioms organize the scope and nature of social behaviors (*inclusive symbols, language, customs*) and informs a general design for living. This richer elaboration of culture and its sociological function as an evidence-based measure of social capital toward a suggested path is applied toward more effective approaches to juvenile urban crime. This treatment and application of culture offers greater analytical insight for programming social capital interventions as an added investment in areas targeted for economic

redevelopment that actually improve resiliency among dysfunctional urban families whose parenting is often implicated in the etiology of juvenile delinquency.

Proposal for Coppin State University Community Intervention of Cultural Renaissance in the West North Avenue Development Authority Impact Area

by

Sundjata ibn Hyman, Ph.D., CSW Coppin
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ABSTRACT: The neighborhoods in the West North Avenue corridor represented in Baltimore City socioeconomic data reflect a clear association between high incidences of poverty, crime, and single-parent female headed households with children eighteen years of age and under. Underlying social conditions suggest the presence of a high level of Mertonian anomie -- a divergence between legitimate social objectives like improved quality of life and the means to achieve them when access to culturally recognized goals is blocked -- that erodes the role social capital plays in mitigating against antisocial behaviors commonly associated with a culture of poverty. These West North Avenue neighborhoods permeated by a culture of poverty contain a disproportionate number of single-parent households with children under eighteen years of age struggling to make ends meet (57%), the highest number of males of all ages (80%), highest percentages of residents 16-64 years of age not in the labor force (>30%), and the highest number of juvenile arrests and gun homicides. Clearly, there is an exigent need for a cultural renaissance that disrupts these neighborhoods' intergenerational production of a culture of poverty.

To support the sustainability of WNADA redevelopment/revitalization efforts within the West North Avenue corridor, it is crucial to improve eroded social capital as a community protective factor against the culture of poverty, thereby bolstering plans for workforce development and other incentivizing opportunities to improve familial

incomes, housing and homeownership, neighborhoods, and public safety. Without intentional intervention, an imminent threat increases exponentially in soaring indigence and unemployment, population displacement and relocation, increased blight and needed city services amid reduced municipal revenue, drug use and crime. This promises to impact the University in terms of public safety, enrollment, faculty and staff retention, marketing and public image, and collaborative community and agency partnerships. By partnering with engaged community development associations Coppin State University can significantly contribute toward preventing the well-documented adverse effects of gentrification on these West North Avenue communities by providing education, informed outreach, and best practices in human capital development, mental health interventions, and redress of intergenerational trauma.



Title: Show Me the Money: Pursuit of Equitable Funding through Transdisciplinary Research

Presenter: Ronald C. Williams, PhD

Associate Professor of Management
Founding Director of the Center for Strategic Entrepreneurship
Coppin State University
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Department of Management and Marketing

Transdisciplinary research is not only a path to innovative epistemological discovery; it is a strategy for a more inclusive research culture and equitable distribution of resources.

In this presentation, the Excellence in Entrepreneurial Learning (EXCEL) Research Project, the largest funded research project in the history of the College of Business, is used to illustrate how transdisciplinary, applied research produces value-driven results for private, public, academic, and community stakeholders making it a more attractive proposition for investment by funders.

Inspired by the 2017 Annie E. Casey Foundation report “Reshaping Workforce Development in Baltimore: Ensuring Community Voice and Expertise Guide Us,” the project addresses the expressed desire among Baltimore’s teens and emerging adults for inclusive entrepreneurship opportunities that are equitable and benefit their communities. Findings yielded conclusions, recommendations and projected implications regarding program models, success metrics, stakeholder value, trauma-informed approaches, and support for learners beyond entrepreneurship instruction. The research team represented multiple disciplines including education, psychometrics, English, dance, business administration, health information systems, public health (Crime Prevention) organization development, social work, and management.

Upon completion, participants will be able to:

1. Define transdisciplinary research
2. Review the scientific philosophy of various research methods.
3. Examine the development, design, and execution of the two-year EXCEL Research Project
4. List the collaboration competencies required for transdisciplinary projects.
5. Formulate strategies for funder engagement and development.
6. Develop strategies for recurring funding sources.
7. Describe the “value-pull” aspects of applied research.