

College of Arts and Sciences 2012 Diversity Report

This report is divided into two sections. The first section summarizes the current state of the College and addresses the specific questions provided by the Office of Diversity and Inclusion. The second section lists the various activities associated with diversity during 2012 (and the latter third of 2011).

Summary

The College of Arts & Sciences continues to support diversity and inclusion via a wide array of methods. As listed below in the next section, the College faculty and staff has engaged in a variety of activities that support the four University-wide diversity goals.

Specific, notable, successes include:

- Curricular efforts in Math to increase the math proficiency of international students and members of under-represented groups.
- The establishment of a new (and greatly improved) Jim Crow Museum. This has enhanced the educational experience of visitors and provided increased exposure internationally. The Museum has recently created a taskforce to plan its future.
- The offering of many course sections that provide Social Awareness, Global Consciousness, and Race, Ethnicity, and Gender (REG). New diversity-focused sections are created every year and 2012 was no exception.

Challenges include:

- The College has made progress in the hiring of a diverse faculty and staff. This is particularly true with recent faculty hires (both adjunct and tenure-line) in Math and Social Sciences. This effort will continue by way of fair hiring practices (e.g., structured interviews), HR trainings, and assistance by the Office of Diversity and Inclusion, as warranted.
- The University-wide initiative to increase student retention, graduation, and time to graduation obviously impacts the College. In fact, the College's Planning Committee has begun to examine these issues. As indicated by the existing research on these topics, those belonging to under-represented groups will likely require the most attention. As the College examines variables that limit student academic success (e.g., bottlenecks in program curricula), it must take care to attend to how such variables differentially impact different segments of the student population.

Proposed diversity initiative:

- Given the current level of resources being devoted to student success, one obvious initiative, as noted above, is to examine student success as it relates to various student demographics, such as sex, race, and ethnicity. As a result, the College intends to examine this by looking at the following:
 - The feasibility of such a project. How might these data be gathered? (Data were recently collected on perceptions of student advising. These data might serve as a rough pilot to see if important differences exist on variables such as perceived support, intention to remain at Ferris, etc.). Does the College have sufficient resources for such a project?
 - Can (and how might) the College's Planning Committee work with the College's Diversity Committee to develop strategies for data collection and/or strategy implementation?

Specific Activities/Events/Actions

I. Creation of Environments for Student Learning That Are Inclusive, Sensitive, and Welcoming to a Diverse Student Population

A. Student Events/Activities

- Sponsorship of the annual Tombstone Project, an effort to highlight the realities and implications of domestic violence both within the US and worldwide. (Sociology and Anthropology Student Organization)
- Sponsorship of "The Bullycide Project". This was a high school drama troupe production highlighting bullying and resulting suicide. (Social Work Association)
- Sponsorship of "Take Back the Night," an annual event focused on domestic violence and sexual assault that includes a march and speaker. (Social Work Association)

B. Faculty Events/Activities/Classes

- Faculty Mini-Grant Award for event entitled "Put This On The Map," a 3-part presentation that examines how youth exercise courage in creating social change in Seattle. (Mike Berghoef)
- A variety of classes continue to address diversity-related issues/concepts, especially ANTH and SOCY sections. Notable experiences include:
 - A study-away class in El Salvador (Mike Berghoef)
 - Bridging Classrooms Project (Renato Cerdeña)

C. Conference/Workshop Attendance

- Attendance at the 45th Annual Meeting of the Middle East Association. (Shahram Parastesh)
- Paper presented on “Political Socialization Through Graffiti” at the conference on Arts and Aesthetics in a Globalized World. (Krishnakali Majumdar)
- Attendance at Tour for Diversity in Medicine, sponsored by the University of Michigan. The purpose of the event was “to educate, inspire and cultivate future physicians of diverse racial and ethnic backgrounds by forming local connections in order to fulfill a national need.” (Olukemi Fadayomi)
- Attendance at Legislative Education and Advocacy Day for the Michigan chapter of the National Association of Social Work (NASW). The keynote session and several break-out sessions dealt with gay marriage, bullying, and other diversity issues. (Social Work Faculty)
- Attendance at the National Conference on Race and Ethnicity (NCORE). (Tony Baker, Thuy Karafa, & Lisa Kemmis)
- Membership on NCORE’s National Advisory Council. (Andy Karafa)
- The Jim Crow Museum continues to provide experiences to the campus community and beyond. This has grown significantly with the April 26th grand opening of the new facility.
- The Card Wildlife Center continues to provide educational experiences to children across Michigan.

II. The Recruitment, Retention, and Graduation of a Diverse Student Population

- Work with the University's Liaison Committee For Students With Disabilities. (Tom Behler)
- Presentation offered to the Academic Leadership Council regarding adaptive technologies for those with disabilities. (Tom Behler)
- Participation in activities related to and in support of the Center for Latin Studies, particularly the directorship of Tony Baker.
- The development of a pilot to test to examine a new course to provide math proficiency to international students. This involves collaboration between the Department of Math, the College of Engineering Technology, and the Office of International Education.
- The receipt of a Student Success Grant to develop a general education course to increase math proficiency in minority students. This course will incorporate service learning and lead to both quantitative and fiscal literacy. (Victor Piercey)
- Submission of a grant proposal to the Doris Duke foundation. The grant would support internships/field experiences in the area of conservation biology. This effort would focus on partnerships with tribal community colleges and other, Native American organizations.