

Ferris State University

Expect Diversity



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“Create environments for student learning that are inclusive of and sensitive to a diverse student population” FSU Strategic Diversity Goal

By Todd Stanislav

The Faculty Center for Teaching and Learning (FCTL) is committed to being an active participant in the University’s efforts to achieve the goal mentioned above. We take to heart the words of Woodbridge Ferris when he spoke, “My plea in Michigan...is education for...all the people in all our states all the time.”

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The steps toward this goal that FCTL took in the past academic year included providing support to faculty who integrated the films *Inlaws and Outlaws* and *Put This on the {Map}* into their courses. We also provided similar support to faculty who, with their students, attended the **Core Ensemble’s** performance of *Of Ebony Embers: Vignettes of the Harlem Renaissance* and integrated discussion of the event into their courses.

The Faculty Center for Teaching and Learning, with support from the Timme Endowment, provided funding for faculty to attend the **21st Annual Equity Within the Classroom Conference**. Among the highlights of the conference was a dynamic keynote address by Dr. Howard Adams. Dr. Adams, a distinguished educator, successful author, and leading expert on student

mentoring, spoke pointedly and clearly when he said (and I paraphrase), “As faculty, we’re prone to lamenting the students we wish we had. We want better readers; we wish we had better writers. The truth is, however, we were hired to work with the students who show up at our institutions. We have an obligation to help them to be successful learners and develop into engaged and model citizens. That’s our purpose. That’s our job. If it’s not the job you want, then you need to move on.”

We’re looking forward to the 2011-2012 academic year when we can build on and expand last year’s work to create inclusive and welcoming learning environments for all students. We’re excited to collaborate with the Diversity Committee of the Academic Senate to bring to the Big Rapids campus Dr. Kristen Renn. Kristen, an Associate Professor of Higher, Adult, & Lifelong Education at Michigan State, will be on campus on Monday, October 10, 2011. Kristen will deliver a keynote address at 11 AM titled, **“Intersections of Teaching, Learning, and Identity: Improving Classroom Climate for Lesbian, Gay, Bisexual, and Transgender Students.”** Later that day, Kristen will facilitate a workshop for faculty titled, **“Diverse by Design: Creating Inclusive Learning Environments to Promote Student Success.”** Please keep an eye out for more details about these events, along with information about other diversity-related events hosted by the FCTL.

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All Ways Know

By Tony Baker

Robin D. G. Kelley wrapped up the 2011 NCORE (National Conference on Race & Ethnicity in Higher Education) by telling a story from his biography of Thelonious Monk. Kelly was asked to explain how his work on social movements, political history and race on college campuses, fit with his writings on bebop and

to creativity. This, Kelley observed, is the same work we

on college campuses in the 1980s and Ferris has been a

Monk refused to create boundaries that limited his exposure to creativity. This, Kelley observed, is the same work we must do in creating learning communities that embrace the racial diversity of the society.

supporter of their efforts for many years. Conversations included creating campus diversity in a post-affirmative action society, culturally responsive teaching, collaborations among K12 institutions and Community Colleges as well as Hip Hop

must do in creating learning communities that embrace the racial diversity of the society.

Pedagogy. (Read about it before you dismiss it.) Many in the Ferris contingent were concerned about learning strategies to increase retention, especially of African American and Latino students. This is a concern on college campuses across the nation and certainly here at Ferris. Providing a learning and living environment that works for all students that matriculate at the University will be a priority at Ferris, and also a national imperative.

I loved this literary ending to a great week in San Francisco, where we grappled with the future demographic diversity of "our" society, and the apparent lack of structures in America's educational system to adequately address these changing demographics.

The Office of Diversity and Inclusion at Ferris led a contingent of administrators, staff and faculty to NCORE to ensure that Ferris responsibly addresses these lacking structures. The contingent included: David Pilgrim, VP of Diversity and Inclusion, Mathew Chaney and Michael Wade from OMSS, Fran Rosen of FLITE, Lucy Ngoh of Pharmacy, Andy Karafa, Social Sciences Department Head and Director of the Jim Crow Museum, Lisa Kemmis of the Jim Crow Museum, and myself, Tony Baker of the Social Sciences Department.

Martha Kanter, the Under-Secretary of Education for the Obama administration highlighted this imperative in her Keynote address. Kanter raised concerns from the President that the U.S. needs to prepare to *once again become* the leader in college

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graduates. This will require the U.S. to create over 8 million

NCORE was founded as a response to the racial conflict



jazz. He told the story of Monk's mantra: "all ways know", a play on his name (always know - monk inverted) and his philosophy of "hearing" from all. Kelley argued that despite the perception that Monk's genius was "innate" he had an amazing ability to learn from all musicians, from all of the world. He refused to create boundaries that limited his exposure

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All Ways Know

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new graduates than it is on track for and nearly 5 million of these graduates need to be nonwhite in order to reach this goal. She cites census data that is being discussed across the country. Black and Hispanic children now represent nearly 40% of K12 students across the country. The college age population is expected to be 25% Hispanic by the year 2020. It is clear that the society, as a whole, will need college graduation to be an attainable goal for all in this increasingly multicultural society. The burden, obviously, is not just that of higher education. Kanter identified "access to a rigorous college preparation" as the number one prerequisite

for college success. Certainly, public school systems must address this lack of preparation. Community colleges and universities will be increasingly called upon to partner with all levels of edu-

understanding that we have not achieved a "post-racial" society. A very pleasant discovery at the conference was the large numbers of students who are engaged in *leading* their schools toward being

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more globally responsible institutions. The university should expect new demands from this more racially diverse society we live in. David Pilgrim used to lament that it was sad when the

most radical person in the classroom was the professor.

The young people who attended the NCORE conference proved that this will no longer be the case.

The American college campus is a more diverse place than it was in the 1980s at the founding of NCORE. The challenges though are still evident, especially as we come to an

"None of us is as smart as all of us."

Japanese Proverb

Ferris introduced 45 junior & senior high school Hispanic students to college life in Big Rapids

FSU Partners with the Hispanic Center of Western Michigan

By Diversity and Inclusion Staff

According to Donald Green, Vice President for External and International Operations, the partnership between FSU and the Hispanic Center of Western Michigan in Grand Rapids is a success. Through the partnership, several programs were created in order to achieve a variety of outcomes, including the expansion of the FSU network to 16 locations throughout Michigan, growth of the Latino population at FSU, and the development of a shared understanding of the importance of college between parents and prospective students.

Stop Summer Learning

Loss, Supporting Our Leaders (SOL), and Parental Outreach Engagement are three such

is a year-round program that "ensures children have access to quality education,



programs created by the partnership. The Stop Summer Learning Loss is an extension of Believe to Become summer programming. Believe to Become summer programming

positive experiences and helpful resources...from cradle to career." FSU, through the Stop Summer Learning Loss,

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FSU Partners with the Hispanic Center of Western Michigan to create the Stop Summer Learning Loss Program

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hosted 45 junior and senior high school Hispanic students from the Grand Rapids area to experience and be immersed in college life at Ferris State University for three days. While at FSU, students stayed in Ferris residence

gives high school Hispanic students and their parents the personal experience and knowledge they need to acknowledge that attaining a college degree is an achievable goal for them.

The SOL (Supporting Our

pathways.

The third program, Parental Outreach Engagement Activities, will encourage Hispanic students and their parents to meet monthly to discuss topics related to education, career pathways, financial literacy, and college access. These meetings are open to the greater Hispanic community in Grand Rapids area.

In addition to the successful creation of these programs through External and International Operations, VP Green says that his office will award several scholarships to low income students to attend Ferris



halls, dined at The Rock, and participated in hands-on activities from programs such as Plastic Engineering Technology and Dental Hygiene. Participating students got a chance to interact and talk with Ferris students and professors, participate in classroom activities, and utilize the same facilities that Ferris's college students and professors use. One does not have to wonder if these students are enthusiastic about being at Ferris; the pictures taken of their three-day experience illustrate their excitement. According to VP Green, camping at Ferris



Leaders) is another program in which FSU faculty will be teaching 10th and 11th graders every Tuesday and Thursday for 2 ½ hours throughout the summer to expose them to specific educational programs (e.g., Digital Animation and Game Design and Digital Media Software) with onsite presentations, campus visits, and exploring possible career

State University. By fostering partnerships with the Hispanic Center of Western Michigan and the other 16 local community centers throughout Michigan, VP Green and External and International Operations are making a huge difference within the Hispanic and Latino community in Michigan.

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Mini-Grant Program continues to support and strengthen diversity and inclusion at FSU

By Fran Rosen

The Faculty and Staff Diversity Mini-Grant Program continues to support and strengthen diversity and inclusion at Ferris State University. This program is supported with funds from the President's Office, the Office of Academic Affairs, and the Diversity and Inclusion Office. Mini-Grant applications are reviewed by a committee appointed by the Vice President of Diversity and Inclusion. Since its inception in 2009, 29 mini-grants have been awarded to faculty and staff. As more faculty and staff are aware of the mini-grant program, more applications are being received and are awarded. This past academic year (2010-2011) 14 mini-grants were awarded to various faculty and staff.

For the 2010-2011 academic year the members of the committee were: Fran Rosen, FLITE (chairperson), Nate Tymes, College of Business, Grant Snider, College of Arts and Sciences (partial term), Mischelle Stone, Col-

lege of Education and Human Services (partial term), Nicholas Campau, Coordinator of Student Life, and Khayree Williams, Office of Housing & Residence Life. Grants funded during the 2010-2011 academic year, with name of primary applicant in parenthesis, included: "The Black Jew Dialogues" (Bruce Dilg/Festival of the Arts); "The Tombstone Project" (Bonnie Wright & Michael Wade); "Black History Month featured presentation STEP AFRIKA" (Black History Month Committee); "IT Instructional Video narrated in languages of students in FSU Intensive English Program" (Jody Gardei); "Sexual and Relationship Violence Awareness Week" (Kristin Norton); "Out and About: Examining Gay Life in Small Town America" (Michelle Richardson/AFE); "Relating to and Caring for People from Diverse Cultures" (Margaret A. Lyons/College of Pharmacy Diversity Team); "Using our Skills to Help Countries in Need: Training African Rats as

Life-savers in Africa" (Jeff Nagelbush); "Diversity Training for FLITE Employees (Mari Kermit-Canfield/FLITE Diversity Team); Spiritual Expo Affair (Christine Berke & Nicholas Campau); Put This on the {Map} (Mischelle Stone); Detroit Public Schools connect to Kendall (Megan Sloat) and, SWC Tour of Museums (Karen Green-Bay).

The mini-grant committee meets 4 times a year to consider grant applications. The first meeting of the 2011-2012 academic year is scheduled for September 19, 2011. At that time the committee will consider grant applications submitted by September 14, 2011 for grant projects scheduled to start after October 3, 2011. Application forms and more information can be found on the Office of Diversity and Inclusion website. Applications should be submitted to Patty Terryn, Office of Diversity and Inclusion.

The first 2011-2012 academic year application is due on 9/14/11. Application forms are available on the Diversity and Inclusions Office website. www.ferris.edu/diversity

"How wonderful it is that nobody need wait a single moment before starting to improve the world."

Anne Frank

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The Alliance of Ferris Employees Continuing to Host Educational Programs on Lesbian, Gay, Bisexual, Transgender, and Queer Topics

By Michelle Richardson

The Alliance of Ferris Employees (AFE) is the campus organization for lesbian, gay, bisexual, transgender, and queer employees and our allies (LGBTQA). Last year we enriched the campus diversity environment by bringing a series of LGBTQA films to campus and partnering with the LBGTQA student group (D-SAGA) and the Social Work Association, a student group, to heighten awareness of LBGTQA issues on campus. The three documentaries were:

- 1) *Prayers for Bobby* is a film based on the book *Prayers for Bobby: A Mother's Coming to Terms with the Suicide of Her Gay Son*. This film is based on the true story of the life and legacy of Bobby Griffith, a young gay man who killed himself due to his mother's and community's homophobia. The film stars Ryan Kelley as

Bobby Griffith and Sigourney Weaver as his mother, Mary. Reverend Laurel Dahill from St. Andrews Episcopal Church facilitated a discussion following the film.

- 2) *Out in the Silence*: The announcement of filmmaker Joe Wilson's wedding to another man ignited a firestorm of controversy in his small hometown and a plea for help from the mother of a gay teen being tormented at school. The discussion was facilitated by Jessica Berndt and Michelle Richardson
- 3) *Small Town Gay Bar* is the story of a community in the Deep South that is forced to deal with ignorance, hypocrisy and oppression. Dr. Mischelle Stone facilitated the discussion.

In addition, AFE collaborated with D-SAGA and the Social Work Association, to bring to campus *PUT THIS ON THE MAP*: reteaching gender and sexuality from a youth prospective. This film and discussion were facilitated by three people directly involved in the film.

This year we are partnering with the Faculty Center for Teaching and Learning and the Academic Senate Diversity Committee to bring Dr. Kristen Renn to the Ferris campus for National Coming Out Day in October to discuss creating inclusive classrooms. Additionally, we are collaborating with D-SAGA to create a Lavender graduation ceremony which would afford our LGBTQ identified students the opportunity to share their graduation with all the people they consider family, including their significant others.

“Why is it that, as a culture, we are more comfortable seeing two men holding guns than holding hands?”

Ernest Gaines

A New Home for the Jim Crow Museum

By J. Andy Karafa

The Jim Crow Museum is moving! Following a generous \$250,000 challenge grant from the DTE Foundation, President Eisler and Ferris Board of Trustees approved the construction of the long-awaited expansion. The new location is in the lower level of FLITE. This space will provide

approximately five times the space of the current room. (The current space is very small; most museums would consider it to be “visual storage” rather than a museum.)

Visitors will experience much more extensive intensive tours

several opportunities. First, visitors will experience much more extensive intensive tours. The Museum will contain at least 7 thematic areas,

Jim Crow Museum’s new home: lower level of FLITE

This larger space offers sev-

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The new home contains 5 times more space & offers opportunities for more extensive tours, visits by larger groups, and the chance to see almost all of the collection.

The Office of International Education is located in IRC 134

A New Home for the Jim Crow Museum

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including a wall displaying Jim Crow laws and signs enforcing segregation, a section containing toys, dolls and cartoons, and a greatly expanded area devoted to civil rights and African-American achievement. These sections will include greater use of learning aids such as didactic panels and multimedia kiosks. (It is important to note that these elements will deepen the experience but not replace docents; tours will still be guided by volunteers and staff.)

Second, larger groups will

Larger groups will be accommodated

be accommodated. The current space is limited to ap-

proximately 25 visitors at a time, making it difficult for the common busloads of students.

Third, almost all of the Jim

Almost all of the Jim Crow collection will be available for viewing

Crow collection will be available for viewing. (Consider, for perspective, that current space can only show approximately 1/8th of the total collection.) Over the years, the Museum has grown steadily by way of David Pilgrim's work as curator and artifact donations from across the nation, including many by members of the campus community. In

addition to this constant development, the Museum recently acquired two large collections. The Vaughn collection contains at least 2,000 items designed to tell the story of African roots, slavery, discrimination, and African-American achievement. The Charbonnet collection is 126 dolls of various styles.

Given the importance of its mission, its international reputation, and the size of its collection, the move of the Jim Crow Museum could not have come sooner. Thankfully, we can now retire the old slogan, "a small room with a big purpose" and replace it with "using objects of intolerance to teach tolerance and social justice."

The Office of International Education has MOVED!

By: Katie Rowley

The Office of International Education has MOVED! We can be found in IRC 134. This move was completed on Wednesday, July 6th.

The International Office was on the fourth floor of FLITE. Staff, students and visitors enjoyed the interactions they had with the FLITE staff. But, the fourth floor in the library was not an ideal place for an office that deals with student services, especially international students. The International Office spaces in FLITE were off-limits to international students when the library was closed and on semester

breaks. It was a huge inconvenience as office staff would have to stay late or during weekends to accommodate students and faculty.

The new office is now ideally located for providing support to international students as it is much more accessible to all students and community members. It will also allow local students to engage and interact with international students during evenings and weekends. The Office of International Education will continue to use the faculty lounge area as a lounge where both faculty and students can interact. Faculty will still have ac-

cess to computers for general use.

The Intensive English Program has also found a home in IRC with two classrooms for the growing program.

Dr. Piram Prakasam, Director of the Office of International Education, said, "Initially, I was not convinced the location would make a difference in our services to students....having moved here, I see the wisdom in being in the right location. Within a week we are seeing more engagement with the campus and we have not even unpacked."

Vice President for Diversity and Inclusion's Chat

The Jim Crow Museum forces a person to take a stand for or against the equality of all human beings."

John Thorp

I know there is a God because the Jim Crow Museum is finally moving into a new expanded facility; I know there is a Devil because this move has taken 15 years. We are working with the design team Xibitz to create a facility that will enhance the learning opportunities for our students—and the students of the world. The goal is to have the facility opened in the first week of March 2012. That is an aggressive target date, but we are confident. The new Museum will be located in the lower level of FLITE.

Many years ago, John Thorp and I met with Ed Harris, then-Dean of the Library. We introduced him to the Museum's collection and discussed where the collection might be located. Harris, an anthropologist, saw the collection's potential as a teaching tool. He wanted to see the Museum move into

what was then the Timme Library. Unfortunately, he passed away. After his death the idea of the Museum moving into the library lost steam. There is a kind of poetic symmetry to the Museum now finding a home, these many years later, in FLITE. Libraries and museums have a long history of collaboration.

Several people have expressed a concern regarding placing the Museum on the lower level. They use the word *basement*. I do not share this concern. To begin, the Museum is primarily, though not exclusively, a teaching facility for Ferris students and teachers; hence, its location is secondary to what happens inside the Museum. Our teachers and students will have no trouble finding the Museum. The space in FLITE afforded us the most square footage, including outside space for a pre-museum introduction. No other space on the main campus gave us the opportunity. I

am grateful to the FLITE faculty and staff for their help with this project. This partnership between the College of Arts and Sciences and FLITE is a wonderful example of collaboration.

There are many challenges involved in this project and there are many people working to make the transition successful. On the day that the Museum opens I will thank all the people who have made this project's completion a reality, but for now I want to acknowledge the members of the Jim Crow Museum Expansion Committee: Andy Karafa, Lisa Kemmis, Matt Stanke, Leah Monger, Mari Kermit-Canfield, Mike Berghoef, Mike Hughes and Karen Strasser.

Although this project is sometimes seen as *my* project, I have always seen the Museum as a valuable university resource.



