



Ferris State University

Expect Diversity

1201 S. State St., CSS 312 Phone: (231) 591-3946 Email: DiversityOffice@ferris.edu Web address: <http://www.ferris.edu/diversity/>

2011 MLK Recap - Leadership in the New Era

By Joy Haley

The 2011 MLK Committee consisted of Tiara Caughman-NAACP, Joy Haley-YBBW, Bonnie Wright-Professor. Social Sciences, Theresa Aldrich-FSU Web Administrator,

OMSS's Annual Freedom March, the Student Tribute which included the Essay and poster winners, and the announcement of the 2011 Legacy Award winners: Eric Cole and Joy Haley. We

tured speaker was Dr. Marc Lamont Hill, author, professor, speaker and activist. His energetic presentation kept the students engaged and left them with inspiration to become better lead-

ers in their communities. The MLK Week celebration ended with a Soul Food Dinner at The



OMSS's Annual Freedom March

Scott Randle-E-Learning Application Specialist, Sandy Gholston-Communications Specialist, Sandy Alspach-Professor Humanities, and Mike Wade-OMSS. These faculty, staff and students came together to find ways to improve the 2011 MLK Week experience. This year we decided to make the celebration 3 days and to work to get more students involved in the activities.

also included a leadership panel to discuss how to get stronger student leadership on campus. The MLK Week fea-

Rock, where students talked about the activities and

Continues on page 2



Student Tribute to Dr. Martin Luther King, Jr.

Inside this issue:

MLK Recap	1-2
Step Afrika	2
Eyes Wide Shut	3
Disability Awareness Month	4
Michelle Phenix Marshall, Ferris Alumna & Vice President of Mullen Advertising	5
Mary Dailey Brown, Founder of SowHope	6
From Italy to Russia to South Africa to Big Rapids: Dr. Mammino Visits FSU	7-8
Globalization Reflection: An Open Dialogue	9
Training African Rats as Life-Savers in Africa	10
Vice President for Diversity and Inclusion's Chat	11-12
Up Coming Events	13

The three days included the Tunnel of Oppression,

Dialogue Ferris

2011 MLK Recap- Leadership in the New Era

From page 1

discussed Dr. Martin Luther King Jr. and leadership in the new era.

Being on the planning committee was a great experience and I encourage stu-

dents, staff, and faculty members to get involved in planning such a great, diverse celebration. I believe we all need to work together to bring more activities such as these in order to live up to the core values of Ferris State University: Collaboration, Diversity, Ethical Community, Excellence, Learning, and Opportunity.



Soul Food Dinner in the Rock Café

Step Afrika

By Brandon Cole

Step Afrika celebrates stepping, an art form born at African American fraternities and based in African traditions. Step Afrika is the first professional company dedicated to stepping. When they perform, Step

Afrika's intricate kicks, stomps and rhythms mixed with spoken word pound the floor and fill the air.

Step Afrika came to Ferris State University on Tuesday, Feb. 22, 2011, as part of the celebration of Black History

Month. The six dancers lit up Williams Auditorium with entertainment and education. Those attending enjoyed the lively show and also participated by learning some of the steps. They also learned the history of this popular artform, which requires teamwork, discipline, and commitment.

Step Afrika's visit to FSU was supported by a faculty/staff diversity mini-grant from the Diversity and Inclusion Office.



Dialogue Ferris

My Sister's Keeper Incorporated Brings Domestic Violence Awareness To FSU Campus

Eyes Wide Shut: What If It Were Someone You Knew?

By Shauni Harris

On Wednesday February 23, 2011, My Sister's Keeper Incorporated (MYSKI), a faith-based RSO at Ferris State University held a domestic violence awareness event for the campus and surrounding community.

With the help of Ferris State's Diversity and Inclusion Office and many brave souls, MYSKI was able to sponsor "Eyes Wide Shut." The event included the emotional stories of domestic violence survivors, individuals who have lost relatives to the epidemic, and those who have worked closely with victims and Detroit's YWCA

Interim House.

The speakers included Willie-Jean Moore, a woman who bravely shared her encounters. She left the audience amazed. Willie-Jean and her children were held captive and brutally abused by an ex-boyfriend for three years. Left with scars, burns, permanent blindness, and only the memory of her son, Ms. Moore was excited to share her story with the group in hopes that her experience could help at least one person in the audience.

The stories offered knowledge, healing, and awareness to all who were in atten-

dance. As the event ended, students left talking about

The stories offered knowledge, healing, and awareness to all who were in attendance.

the experience and were ready to join the fight against domestic violence. The event proved to be a great tool for bringing a diverse group of students and community members together to focus on a major societal problem.

Willie-Jean Moore and her children were held captive and brutally abused by an ex-boyfriend for three years.



Dialogue Ferris

October, 2010 Disability Awareness Month

By Deb Cox

Karen GreenBay, a member of the Liaison Committee for Students with Disabilities, chaired the Octo-



ber Disability Awareness Month activities again this year. Other committee members were Andresa Maciejewski, Christopher Richmond, Becky Curtis, Denise Moulter, and Deb Cox. The committee members wrote

and received a \$4,000 Diversity Mini Grant to provide funding for three activities:

- **Michigan Sled Dogs:** The Sled Dogs' hockey team with members having a variety of disabilities competed against Ferris Club Hockey and Big Rapids High School players at the Ewgleben Sports Complex on Ferris' campus. Instead of using traditional ice skates, specially made sleds were used.
- **"The Music Within:"** The movie demonstrated a historical perspective on how the Americans with Disabilities Act came into existence.
- **Johnny Tuitel:** Although there is nothing humorous about having a disability, Johnny Tu-

itel, a comedian with cerebral palsy, provided a funny yet inspirational look at how an individual manages life challenges with a disability.

Additionally, in October six Ferris staff and students traveled to Grand Rapids to attend the Annual Disability Advocates of Kent County dinner. The team represented Ferris and Dr. Eisler who supports the mission of diversity by recognizing those who support individuals with disabilities.

More information about Disability Services at Ferris can be found at:

<http://www.ferris.edu/colleges/university/disability/>



Dialogue Ferris

Michelle Phenix Marshall, Ferris Alumna and Vice-President of Mullen Advertising

By Susan K. Jones

On March 1, 2011, Ferris alumna Michelle Phenix Marshall '96 who is the Vice-President/Associate Digital Director Media at Mullen Advertising, visited campus thanks to a mini-grant from the Diversity and Inclusion Office. Michelle spoke at the All-Majors' Meeting for Advertising/IMC Majors at 11 a.m. on the 1st. Her topic was, "Making it in the 'Ad

cific advice. Complete survey results are available by contacting joness@ferris.edu.

Michelle's message focused on how to stand out when seeking and keeping a job in today's difficult economic climate. Some of Michelle's points included:

- Be determined
- Believe in yourself
- Rely on yourself
- Reach back and "pull somebody else up from

own foundation and find your own mentor

- You'll endure battle wounds – build upon them.

Michelle warned that employers are checking the Facebook and Twitter profiles of prospective employees. Google yourself and see what comes up, because you can bet employers are going to Google you.

You are not defined by where you work anymore, but rather you need a professional brand online. One site she suggested was <http://apps.asterisq.com/mentionmap/#> -- a twitter visualization. You can put your twitter name in there and see who you are connected to. She also mentioned using <http://www.wordle.net/create> (Wordle) on your resume or blogs to see what stands out about you in what you are writing.

After Michelle's talk, a lunch was held at The Rock in her honor before she returned to her home in Winston-Salem, North Carolina. A total of 29 individuals attended the lunch, including advisors, Ferris faculty and staff, and ADVG/AIMC students. Michelle's visit was jointly facilitated by the Diversity and Inclusion Office, the ADVG/IMC major, and the College of Business Diversity Committee.



Left to right, Advertising/E-Commerce Advisors Rick Covault, Tracy Sianta, Michelle Marshall, Tim Quinn and Mike Suman

Game': How I Built My Successful Career in Advertising and E-Commerce Marketing as an African-American Woman."

There were approximately 100 attendees at the event including students, faculty, staff, and members of the Advertising/IMC and E-Commerce Marketing Advisory Boards. Students praised Michelle's "relatability" to them and their concerns, her energy, and her excellent and spe-

Ferris"

- In a "sea of people," find a way to make the prospective employer say "pick me." Stand out.
- Check the "privilege thing" at the front door.
- Be a pillar to make the house stronger – be part of a team
- Listen and learn – have an opinion, but don't always be the one who's talking
- You'll need to build your

Going Global

Page 6

Globalization Initiative Hosts Mary Dailey Brown, Founder of SowHope

By Rebecca Sammel

When Mary Dailey Brown founded a non-profit in 2006 to help disadvantaged women, she named it after a saying by St Francis of Assisi: "Where there is despair, sow hope." In five short years, her organization **SowHope** has established incredible projects for poor women in nine developing countries.

The Globalization Initia-

against the dismal odds of extreme poverty.

SowHope has helped more than 18,000 disadvantaged women through programs that include loans, healthcare, counseling, scholarships, literacy classes, and vocational training. In Bangladesh, where 50 girls a day are kidnapped into lives of forced prostitution in Pakistan and India, Sow-

Hope has implemented an anti-human-trafficking program.

Recovery centers provide safe havens for victims of rape and forced pros-

Some of the most effective programs SowHope has developed are educational programs for women. As Brown told a hushed and attentive audience, most poor women have no idea how their own reproductive systems work, and no access to birth control. Providing information on such matters is illegal in many countries, so it is nearly impossible to find doctors who will educate women. SowHope arranges for a courageous doctor to address small groups of women in private homes.

Brown's gift for inspirational speaking was striking: she presented deeply disturbing information, yet she framed it in a positive, hopeful light. Students enthusiastically gathered



Ms. Brown explained that over a billion women around the world survive on \$2 a day

tive hosted Ms. Brown on Tuesday Feb. 8, 2011, for a fascinating presentation on her work in Africa and the Indian subcontinent. She held the unwavering attention of her audience of mostly students with shocking, moving, and inspiring stories of the poorest of the poor—women who struggle

titation. In the Democratic Republic of Congo, SowHope helped to build a birthing center for poor women. In Rwanda, young women with AIDS can learn math, reading, writing, and sewing. In Uganda, SowHope is helping 60 women develop financial independence by obtaining microloans for businesses.

around her after the talk, with statements such as, "I never knew what women were going through in other countries" and "I want to get involved in helping poor women overseas." Mary Dailey Brown made a huge impact on the members of her audience, and we look forward to hosting her again next year.

SowHope has helped more than 18,000 disadvantaged women through programs that include loans, healthcare, counseling, scholarships, literacy classes, and vocational training.

To learn more about SowHope, visit <http://www.sowhope.org/>.

Students responded enthusiastically . . . with statement such as, . . . "I want to get involved in helping poor women overseas."

Going Global

Page 7

From Italy to Russia to South Africa to Big Rapids: Dr Liliana Mammino Visits FSU

By Rebecca Sammel

Ferris State welcomed scholar and educator Dr. Liliana Mammino in the week of March 22 for three events. Educated at the universities of Pisa and Moscow, she has taught at universities across Sub-Saharan Africa, and brings to her work a unique perspective on the necessary interplay between the Humanities, Sciences, and Education.

The Workshop. Dr. Mammino started the week by leading a faculty workshop entitled “Language and Imagery: How Do These Communication Tools Intersect in the Classroom?” Dr. Mammino posed the problem of how an image, a symbolic representation, both limits and enhances audience understanding of complex phenomena. For science teachers, the pedagogical challenge lies in the inherent fallacy that results when in one breath we present a model of an atom, and in the next breath, declare that “we’ve never seen one.”

How, asks Mammino, can we employ imagery so that it illuminates rather than reduces a concept? Mammino asked her audience to consider how both text and diagram are integral to discourse, particularly in the global classroom where English is both the language of science and of classroom instruction. In her current

position at the University of Venda, a disadvantaged institution working with outdated texts and students who are still learning English, Mammino must enable students not only to understand, but to communicate scientific concepts. Studies show, she reports, that the chances of success for non-native speakers are greater when they can learn the concepts in their native language and *then* turn to English to articulate and solve problems – yet this is an unfeasible scenario for a developing nation.

Dr. Mammino concluded the workshop with the most interesting problem: how do we enable students to develop the confidence to break with simplistic models

How do we enable students to develop the confidence to break with simplistic models and ask “what if it were another way?”

and ask “what if it were another way?” That sort of thinking, she argues, not only solves problems but uncovers new ones, and students need discourse in both language and imagery to embrace it.

The Lecture. Dr. Mammino next lectured to students and faculty on the topic “From the Sub-Saharan

Africa experience: Reflections on the Issue of the Language of Instruction in a Globalizing World.” She discussed the challenges of educating developing nations.

Language and science are inextricably intertwined, says Mammino, and language instruction must have adequate sophistication for complex discourse. The challenge, she says, is conveying the distinction between the physical reality and our descriptions of it. Bohr’s model of the atom features electrons around a nucleus. Yet this is an interpretation, not the object itself, and we must convey to students that we cannot pinpoint any electron at any location. Mammino drew a

laugh when she declared firmly, “We cannot tell electrons what to do.” To interpret these models, students need language mastery on a highly sophisticated level. They have those conceptual resources in their mother tongues, but not necessarily in English. Hence, Dr. Mammino proposes: educate students in their mother tongues for mastery of the concepts; start in the mother tongue, then switch to English for the more sophisticated work that builds upon the conceptual mastery.

Dr. Mammino led 3 events: The FCTL Workshop, The Globalization Lecture, and The Arts & Sciences Colloquium

For more information on the Globalization Initiative see:

<http://www.ferris.edu/htmls/administration/academicaffairs/globalization/index.htm>

Going Global

From Italy to Russia to South Africa to Big Rapids: Dr Liliana Mammino Visits FSU

From page 7

South Africa, the most developed of the Sub-Saharan African countries, has eliminated apartheid politically and legislatively, but in higher education, schools for blacks remain underfunded and underprivileged. An old-fashioned, colonial model of learning—memorization rather than active engagement—persists. Possessing poor visual literacy, students struggle to comprehend and interpret images.

English is the language of both business and science and the language of the colonizers and former oppressors of Africa. Developing nations see a destructive “brain drain” as their youth emigrate for education and jobs in developed nations, leaving their own countries with a staggering \$1.5 billion bill. The result is a scarcity of doctors, nurses, scientists, and engineers. The critical need for scientists mandates the development of an updated and rigorous system of science education

The solution?
Train students in
Africa so that
they’ll stay in Africa

in Africa. The solution? Train students in Africa, says Mammino, so that they’ll stay in Africa. What post-colonial Africa needs is science instruction in the indigenous

tongues, followed by college-level English instruction.

The Colloquium. Dr Mammino’s title “Science Professors are from Jupiter, Humanity Professors are from Saturn: Reflections on the Relationships between Humanities and Sciences” drew an interdisciplinary audience and led to a lively discussion. She opened by explaining how the Sciences and the Humanities have been set in opposition to one another since C.P. Snow’s influential lecture (“The Two Cultures”) positioned them as opposite in aim and adversarial in stance. Mammino breaks with Snow’s reductive model, showing that their relationship is more complex, nuanced, and inter-dependent. The environmental sciences, for example, aim to harmonize human activities with nature’s requirements. In another intersection between the domains of Science and Humanities lies the realm of ethics. After the devastations of World War II, Einstein called upon the ethical sensibilities of scientists, inviting them to keep human destiny at the forefront of scientific endeavor: “the creations of our minds should be a blessing, not a curse for humankind.” We need behavioral guidelines, but they must incorporate information from the sciences,

to respond to technological changes and their impact on human life. The new Green Chemistry’s twelve criteria for using substances and tools are all underlain by its ethical premise to do no harm. And after the failure of classical physics and the birth of quantum mechanics, the increased complexity, diversity, and variability of features require a rigor of expression that can only be realized through language, argues Mammino.

The colloquium concluded with a lively response to her question about how science and humanities education should be balanced. The vigorous discussion presented a most effective model of Dr. Mammino’s argument that between the Humanities and Sciences lie intriguing convergences, a potential for discourse in a scholarly environment in which the one discipline illuminates the other.

A potential for discourse in a scholarly environment in which the one discipline illuminates the other

Going Global

Page 9

Globalization Reflection: An Open Dialogue

By Linsey Root Luna

The Merriam–Webster Dictionary defines “Globalization” as “the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets.” The Globalization Initiative at Ferris describes their mission as “...identifying opportunities and challenges related to globalization.” In an effort to involve both faculty and students, and broaden the University community’s understanding of globalization, the Globalization Reflections: An Open Dialogue committee has coordinated bi-weekly group discussions. This year’s theme, chosen by the Globalization Initiative, is general education and globalization.

For each meeting, two or three faculty or community members facilitate the discussions. At their discretion, reading materials or other resources are sometimes provided. Generally, the discussions are held in FLITE 408, the Office of International Education, on Thursdays, 11:00–11:50 A.M. Pizza and drinks are provided. During the Fall 2010 semester there were 7 discussion topics. This spring, due to a variety of scheduling conflicts, four discussions were held, with one discussion remaining during the last week of the semester.

The first topic, Under

standing Religious Diversity, was facilitated by Pastor John Bookshaw (St. Peter’s Lutheran Church), Joseph Castano (a Jehovah’s Witness), and Ahmed Taha (a Muslim). Continuing on a theme of religious diversity, faculty members John Groves, Krishnakali Majumdar, and Don Roy discussed with students the following question: Is Islam Compatible with Democracy and Women’s Rights? The third theme, “Is Cultural Competency Necessary Outside of the Work Place?” was facilitated by faculty members David Kelson and Richard Sailors. The fourth topic ventured into physical health as faculty members Robert Friar and Krishnakali Majumdar reflected with students on the question, How Does Medical Tourism Impact the High Costs of Health Care in the United States? The most recent discussion asked the question, “Why Speak a Second Language?” and was facilitated by faculty members Lilia Caserta, Dan Noren, Shrish Grover and Ana Davila-Howard.

The last event of the spring semester will be held at a special time; on Tuesday, April 26th. A discussion on Modern

Day Activism will be held in FLITE 408. This event will follow an event with Ms. Sally Kantar, who will speak on her work with people on the Thai-Burmese border and the persecution of the people of modern day Burma. Her talk, held on Tuesday, April 26th in IRC 120 at 11:00am, is entitled “Combating Oppression Through Activism.”

Many thanks are offered to Dr. Piram Prakasam, Director of the Office of International Education, and Spencer Saxton, student intern for the Office of International Education, for overseeing the logistics of these discussions. Spencer Saxton’s hard work coordinating, publicizing, and managing the practical elements of these events has been incredibly valuable. The committee will meet again to discuss topics for the 2011–2012 academic year once a theme has been determined by the Globalization Initiative. We look forward to another year of interesting discussions and student involvement!

Visit the Office of International Education web site for additional information:

<http://www.ferris.edu/htmls/administration/academicaffairs/international/>



Going Global

Training African Rats as Life-Savers in Africa

By Jeff Nagelbush

On April 12, 2011, Dr. Alan Poling, psychology professor at Western Michigan University, spoke



to a standing-room only crowd in IRC 120. Approximately 200 people, mostly students, listened attentively as Dr. Poling spoke for over an hour about how he has helped train large African pouched rats to detect landmines and tuberculosis. Africa has many countries with unexploded mines threatening the

physical and economic health of the inhabitants. These African communities have limited resources so a Dutch-based group called APOPO founded by Belgian Bart Weetjens came up with the idea of using a native species of rat with a good sense of smell to be mine detectors. These animals are light enough that they do not set off the mines, yet they are successful at finding them so that the landmines can be removed and destroyed. Dr. Poling works with APOPO and he described how these rats are trained to detect the landmines using principles of learning familiar to any introductory psychology student.

Dr. Poling also discussed his ongoing attempts to train these African pouched rats to detect the presence of tuberculosis in human sputum. Using the same learning

principles, these rats are being taught to distinguish samples with and without tuberculosis. The goal is to have a relatively inexpensive, fast, accurate detection system in order to be able to treat as many people as possible, not only saving the infected person's life, but also saving those who



would be infected by that person. This work is promising but still in its early stages of development.

Dr. Poling's fascinating presentation was supported by a mini-grant from the Diversity and Inclusion Office of Ferris State University.

For APOPO's on-going research, please visit:

<http://www.apopo.org/>



Vice President for Diversity and Inclusion's Chat

Address to the Ferris Board of Trustees March 25, 2011



Good afternoon.

Before I begin with my prepared remarks, let me take this opportunity to thank the Board for approving the Jim Crow Museum project. The Museum is my life's work, but more importantly, it is a wonderful teaching tool for Ferris faculty and students. Thank you for supporting this initiative.

Three years ago—March 21, 2008—the Ferris Board of Trustees approved the University's first diversity plan. The Plan, which was historic and historical, had four major goals: 1) Create a campaign to market the University as a truly diverse and inclusive environment; 2) recruit, retain, and graduate a diverse student population; 3) hire and retain a diverse workforce; and, 4) create environments for student learning that are inclusive of and sensitive to a diverse student population.

Each of you has a copy of *Diversity at Ferris 2010*, the annual report that assesses the University's progress toward implementing the Plan. Before we discuss this year's report, I would like to make some observations.

As relates to diversity and inclusion, we have made progress:

- The Office of Multicul-

tural Student Services is established in a central location on the 1st floor of FLITE and has used its increased visibility to broaden its work to include greater programming for racial minorities, ethnic groups, women, and gay people.

- We now have an Office of International Education, and there has been a noticeable increase in international students and programming related to International topics. Indeed, Ferris has gone global.
- A Tuition Incentive Program (TIP) Office has been established. In Fall 2007 we had 477 TIP students; in Fall 2010, we had 810. That is a remarkable increase.
- Aggressive recruitment has helped the University reverse a trend of decreasing minority student enrollment. From 2006 to 2010 the number of African American Students at Ferris increased from 677 to 957, and the number of Hispanic/Latino students grew from 177 to 340. To put it another way, over that time the percentage of FSU students who identified as African American grew from 5.38% to 6.66% and the percentage who identi-

fied as Hispanic/Latino grew from 1.41% to 2.36%. And there are more students at the University who identify as "two or more races."

- The University adopted a health insurance program for Other Eligible Adults.
- A diversity training program was created and is being implemented.
- And, although it is hard to quantify, I would argue that the University's diversity-related "special" programming—lectures, speeches, dialogues, and workshops—is now comparable to what one finds at much larger schools. Now, when we have a speaker like Naomi Tutu our faculty, staff, and students are pleased but not surprised.

As you read *Diversity at Ferris 2010* you will notice many other examples of progress that the University has made and these steps forward are the result of the hard work of many people at the University.

Not surprisingly, there are diversity challenges that confront us. Ferris, like many institutions in this state, has a significant

"Kites arise
highest against
the wind...
Not without it."

Winston Churchill

Vice President for Diversity and Inclusion's Chat

From page 11

graduation gap between white students and students of color, especially African American students. This is a complicated problem, which tells us all that there are no simple solutions. Nevertheless, there are two points that are apparent to me: the University must see addressing this problem as a top priority, and our strategies should include measures that are intrusive in the lives of students. Other public universities have done work that shows that a single university can make changes that increase graduation rates and decrease the graduation gap even without changes in the outside world. When we admit students we make an implicit agreement: we commit ourselves to doing

everything in our power to help them be successful; to do less is unethical.

Another challenge deals with the composition of our workforce. Ferris ranks at or near the bottom of the 15 public state institutions in terms of the diversity of its workforce. This is not a new development; the truth is Ferris has never had significant numbers of African Americans, Hispanics, American Indians, Asians, or Multi-race people in its workforce. This year the University took a concrete step toward addressing this issue by creating the Diverse Workforce Taskforce, which was chaired by Provost Erickson and me. I believe the recommendations in the Taskforce's report give us opportunities for success.

So, three years after coming to you with a Diversity Plan, I am pleased to report that we are not the same university that we were. Diversity, as a core value, is more ingrained into the fabric of the University. That is good. But, now, we are challenged to confront two significant issues: the diversity of our workforce and the graduation gap among our students. As we address these two challenges we take a gigantic step toward becoming a truly diverse institution—one that, per our mission, “prepares students for successful careers, responsible citizenship, and lifelong learning.”

For more information about The Diversity and Inclusion Office see:

<http://www.ferris.edu/diversity/>

“The three Rs for diversity in higher education should be simple: recruit, retain and release with a degree. There’s no sense in a university calling itself a university unless it has a sense of universality.”

Dr. Frank W. Hale Jr.

Visit the
Diversity and Inclusion
Office
Facebook Page.
Click on the logo below.



Upcoming Events

Global Reflections: An Open Dialogue, Modern Day Activism

A panel discussion on modern day activism.

Date: Tuesday, April 26	Time: 2:00 PM - 3:00 PM	Location: FLITE 408
Contact: Tracy Busch	Email: buscht1@ferris.edu	Phone: 231-591-5846

* * * * *

Global Reflections: Global Warming

A group discussion with William R. L. Anderegg, Biology doctoral candidate at Stanford, and Ferris' own faculty on the topic of global warming.

Date: Thursday, April 28	Time: 2:00 PM - 3:00 PM	Location: FLITE 408
Contact: Shana Beisiegel	Email: beisies@ferris.edu	Phone: 231-591-2824

* * * * *

Frederick Weston Exhibit: Artist's Lecture, Roundtable, and Closing Reception.

Fred Weston is a New York based artist living with HIV. His work focuses on the issues of living with such a misunderstood disease

Date: Thursday, April 28	Time: 11:00 AM—12:00 PM	Location: Art Gallery
Date: Thursday, April 28	Time: 6:00 PM—7:00 PM	Location: Art Gallery
Date: Friday, April 29	Time: 5:00 PM—7:00 PM	Location: Art Gallery
Contact: Carrie Weis	Email: weisc@ferris.edu	Phone: 231-591-2536

* * * * *

OMSS Annual PIGNIC

Join the Office of Multicultural Student Services for its annual BBQ at Hemlock Park. Free food, music, games and fellowship with FSU community members and alumni. Free and open to the public.

Date: Saturday, April 30	Time: 12:00 PM - 4:00 PM	
Location: Hemlock Park, Big Rapids		
Contact: Michael Wade	Email: michaelwade@ferris.edu	Phone: 231-591-2617

* * * * *

Catch-a-Fish Grant-a-Wish Fishing Tournament

Come on out and catch some fish while raising money for the Make-a-Wish Foundation. There will be food, face painting, a clown, and a raffle drawing for prizes.

Pre-registration = \$8. Registration the day of = \$10.
You can register at the CVB Convention and Visitors Bureau. Free t-shirts to the first 50 registered! No fishing license required!

Date: Saturday, June 4	Time: 8:00 AM - 12:00 PM	Location: Hemlock Park
Contact: Andrea Jarzynski	Email: jarzyna@ferris.edu	