



# Expect Diversity

From the Diversity and Inclusion Office

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## GEAR UP Summer Camp

By Kia Hunter

GEAR UP Summer Camp 2010 was a complete success. We hosted two weeks of camp, each week featuring different schools. Week 1 of Summer Camp was June 15, 2010 - June 18, 2010. During Week 1 we had a total of 38 students. These students were from Morley-Stanwood High School and Muskegon Heights High School. Week 2 of Summer Camp was June 22<sup>nd</sup> – June 25<sup>th</sup>. During Week 2 we had a total of 36 students. The students in attendance were from Baldwin High School, Ottawa Hills High School (Grand Rapids), and Muskegon High School.

During these two weeks of camp students experienced two college visits at the University of Michigan, Ann Arbor and Dearborn campuses, and Saginaw Valley State University. These high school students were able to get a glimpse of college life. They saw academic buildings and residence halls, attended an admissions presentation to hear about admissions

requirements, ate at the on-campus dining halls and attended a workshop that stressed respectful relationships.

Back at Ferris, the students saw what a regular day is like for college students. Each camper was given a schedule that they followed. The students attended classes in order to provide a glimpse of class size, structure, and time management. The students sat in an EduGuide workshop, which taught them about setting and reaching goals for college. The students also participated in a University 101 class to give them answers to many questions about college, from filling out the FAFSA to buying books at the bookstore.

Campers participated in a mini version of the Amazing Race; they were put in groups and expected to complete multiple challenges. This activity taught them the importance of team work. The students also participated in an Academic Games exercise where they were separated

into groups and asked academic and college related questions. The purpose of this activity was to help students prepare for college related tests, such as the ACT and the SAT.

Campers that were on their way to the 12<sup>th</sup> grade for the upcoming school year were given the opportunity to complete on-site admissions to Ferris. There were eight students that were admitted to Ferris from Morley-Stanwood and Muskegon Heights High Schools. At the end of camp, students attended their own Award Ceremony, where their GEAR UP Coordinator presented them with certificates of completion for the camp experience; they added these awards to their personal portfolios.

## Providing Opportunities

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### “Yesterday I Dared to Struggle....Today I Dare to Win” Mentoring Ferris Orphaned and Aged Out of Foster Care Youth

By Leroy Wright, Dean of Student Life

The Office of the Dean of Student Life, Diversity and Inclusion Office, Admissions, and Financial Aid are excited to announce the Ferris Orphaned and Foster Care Youth Initiative Mentoring Program (FOFYI). This is a new program that is tailored to provide a strong foundation for selected FOFYI youth who are attending Ferris State University. Through this program, students will be able to develop life skills, receive mentoring, and learn networking opportunities,—all with the goal of giving them the resources to succeed as students and citizens.

The goal is to give them the resources to succeed as students and citizens.

Youth 18 -24 will benefit from faculty/staff and peer mentoring.

This past June, I participated in the Michigan Teen Conference held at Central Michigan University. While there, I learned that annually over 20,000 youth age out of foster care across the country and well over 1,600 do so in the state of Michigan. At Ferris, youth 18 -24 who are alumni of the foster care system or who are disadvantaged orphans will benefit from faculty, staff, and peers who commit themselves to helping these students in their transition to college and the Big Rapids and Mecosta County areas. These students want and need

mentors they can trust; mentors that will be available during times of frustration, anxiety, and success. With support and opportunities tai-

lored to meeting their specific needs, these Ferris students will be resilient and become even more optimistic about their future.

Participants in the FOFYI program may have struggled in the past but are now daring to win! These students recognize that moving forward in their journeys to better lives may be difficult. As a University, we want to create opportunities that will let them know that we care and they matter. Jessica Smith is a perfect example of what Ferris is doing to afford opportunities. Jessica is a sophomore student in the Bachelors of Social Work/Journalism programs, where she is pursuing a career that will help her assist youth who are participating in the foster care system in Michigan. Her future aspiration is to



Jessica Smith: A sophomore in the Bachelors of Social Work/Journalism programs

pursue a Masters of Social Work degree and to contribute to the improvement and safety of youth in foster care.

Jessica's struggles began at an early age; she was the daughter of parents consumed by alcohol and drug abuse. The State of Michigan took custody of both her and her brothers because her aunts and uncles were not able to care for them. She moved several times (Plano, TX, Muskegon, MI, and now Hesperia, MI) and attended three different high schools until she was able to find a place to call home. Jessica was determined not to follow in the footsteps of her birth parents, and was hoping one day that she would find a safe harbor and a better

# Providing Opportunities

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From page 2

life. She found refuge with her foster parents in Hesperia, MI. As a ward of the state, she was determined to stay connected to her brothers. The foster care family decided to take her in and provide the support she needed. Jessica is fortunate to have

Jessica is fortunate to have been adopted by her foster care parents, whom she calls “true parents.”

been adopted by her foster care parents, whom she calls “true parents.” During this time of transition, she was lonely, suffered

from low self-esteem and sleepless nights, and found it difficult to make the initial connection with a new set of parents. It was through depression and anxiety that she started to accept what people had been telling her all of her life, “you are stupid, you can’t get good grades, and you will never be anything.” However, according to Jessica, it was her foster parents that helped pull her through and let her know that there were people who cared and who wanted her to succeed.

**Contact  
Leroy Wright  
at [wrightl@ferris.edu](mailto:wrightl@ferris.edu),  
if you  
would like  
to apply to  
participate  
in the FOFYI  
Mentoring  
Program.**

Her true focus on succeeding came during a 2008 visit to Ferris with her case worker. She found a connection to the campus because our staff demonstrated that we care about our students. In 2009, Jessica graduated from high school and is

currently working towards her degree and creating her own legacy. She recognizes that it takes hard work and discipline in order to accomplish her goals. Her cumulative GPA is a 3.45 and most of her success is through the support of her foster and Ferris families.

As an independent student, her advice to other foster care or disadvantaged orphaned youth is as follows:

- Learn to love yourself;
- Never give up or let your past negatively impact your future;
- Work hard and be determined;
- Make a connection with the local Department of Human Services;
- Seek out guidance and support, and don’t be shy about it;
- Develop a connection to and with faculty and staff;
- Be open to making new friends;
- Focus on your grades and don’t get caught up with the wrong crowd.

With this in mind, Jessica has learned as a college student that the struggles she went through helped make her a better person. Ferris connections and support services have helped to keep her on track. Jessica has witnessed the devastating impact of alcohol and other drugs had on her birth parents and is determined to break the cycle in her own life. The Department of Hu-

man Services and Ferris helped her develop an award package that consisted of things such as work study, TIP, the Education and Training Voucher (ETV) provided by the state of Michigan, as well as other Ferris assistance funding.

Now that she is a Ferris student, she would like to thank the Financial Aid Office, the Counseling Center, and other faculty and staff members who have shown her that she matters and that she *will* be successful in life. Jessica feels that things happen for a reason and you can be given a second chance. In her words, “you just have to be comfortable in your new shoes.” She’s daring to win, so let us help other aged out foster care youth and disadvantaged orphans get their college degrees and learn rewarding life skills along the way!

Many youth could use some guided help through this very critical time in their lives. As a faculty or staff member, these youth need your support and compassion in assisting them in accomplishing the dream of being successful in college.



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**“Preservation of one's own culture does not require contempt or disrespect for other cultures.”**

**Cesar Chavez**

## Dialogue Ferris

### Cesar Chavez Social Justice March & Celebration

By Diversity & Inclusion Office Staff

Cesar Chavez was a farm worker, labor activist, and human rights leader who, with Delores Huerta, co-founded the National Farm Workers Association, which later became the United Farm Workers. During the 20th century he was a leading voice for migrant farm workers and union laborers.

In honor of Cesar E. Chavez's birthday, hundreds of people gathered on March 31, along Grandville Avenue SW in Grand Rapids for the annual Cesar E. Chavez Social Justice March. Among those taking part were Ferris students, faculty, and staff. The marchers—elementary and middle school chil-



Left to right: Luzia Tartari, Nereida Alvarado, & Matthew C. Chaney

reached Roosevelt Park.

Afterward, there was a community gathering at the Potter's House School. The Office of Multicultural Student Services organized the par-

panic Excellence Awards Program held at the Grand Rapids Community College's Tassell M-Tec Center. The Committee to Honor Cesar E. Chavez, founded in 2000, honors people each year who have exemplified the life and legacy of Chavez, who stood for non-violence and social justice. “We don't do this just for the Hispanic community, we do it for the world,” said committee chairwoman Lupe Ramos-Montigny. “What Cesar did impacts every individual that will listen and hear about him,” she added. The program featured food and entertainment. The Hispanic Youth Award was presented to Nereida Alvarado, a junior at Ferris State University for her work with student organizations and her community involvement.



dren, college students, community activists, politicians, and other supporters of Chavez—traveled Grandville Avenue until they

participation of Ferris members in the march.

On March 31, Ferris members joined about 200 people at the Cesar Chavez His-

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**“Walk the street with us into history. Get off the sidewalk.”**

**Dolores Huerta**

## Dialogue Ferris

### Dolores Huerta Speaks on Social Justice

By Stephanie Thompson

Tuesday, March 30, 2010, saw the arrival of a warm spring day and over 700 FSU students, faculty, administrators and community members gathered in Williams auditorium to hear Dolores Huerta speak. Huerta co-founded the United Farm Workers Union with Cesar Chavez in the 1960's and has continued over the years to argue for humane treatment for all people. Her message began by noting the recent FBI terrorist task force raids here in Michigan; she continued to discuss current events related to human rights. Huerta referred to the militia, the state of our economy and poor health care that add to the stress of our everyday lives. But, as we face the challenges of our world today, she emphasized the need for respect for every human being--farm worker, factory worker, man and woman, homosexual and heterosexual, persons of all colors, persons of all ethnicities, and the earth itself. "We have got to educate people to be tolerant," stated

**"We have got to educate people to be tolerant"**

Huerta. Education is key. She shared some of her life experiences, but charged audience members to take



action to address community issues including those at Ferris. Huerta asked audience members to share their ideas and beliefs, even if they disagreed. When the speaking event concluded, Huerta was honored at a reception hosted by the Big Rapids AAUW Branch.

From the varied audience responses, clearly Huerta challenged audience members to think and debate the issues that she had put forth. Many audience members surveyed did not know much about Huerta before the event, but over half of those surveyed would consider her a role model. The audience survey also indicated that over half of those surveyed were more aware of the potential role they could play in addressing community issues and they would take steps to become involved.

This event involved much collaboration with resources from the Ferris Diversity and Inclusion Office, Ferris Social Work Association, Lambda Pi Eta, Ferris Hispanic Students Organization, Ferris Communication Association, Finance Division of Student Government, Office of Multicultural Student Services, Political Engagement Project, Academic Senate Arts & Lectures Committee, and American Association of University Women.



# Dialogue Ferris

## Religious, Philosophical, and Socioeconomic Diversity

By Carol M. Swain

I have found myself an outsider in a place that values conformity. What makes me an outsider are my roots in the lower class, my strong Christian faith, and my race.

The chill I feel on campus is that of an accomplished woman who, more often than not, finds herself devalued. Navigating a campus is difficult if your path, like mine, is nontraditional. When I first entered college as a high-school dropout with a GED, I encountered professors who warned me that I would not perform as well as other students. I defied their expectations.

Now, as a professor who has five degrees and several prizes under my belt, I find myself an outsider for new reasons. As a born-again Christian since 1999, I have encountered overt and subtle forms of intimidation. Often this takes the form of openly disparaging remarks made by colleagues about the intelligence of believers.

There is hostility directed against anyone who refuses to conform to the prevailing ethos of his or her institution and to the secularized liberal elites who decide who and what has value. I have watched helplessly as bright, conservative students are victimized again and again by faculty members who use the

power of grading to push them toward conformity. Those students who fight back usually end up with reduced grade-point averages and fewer opportunities to matriculate at elite professional institutions.

I believe institutions of higher learning can, and should, do better. Many operate in ways that reveal no real desire for diversity or inclusion beyond the visible differences of gender and race. They have little interest in diversifying their faculties in terms of political philosophy or religious beliefs. Instead, the elite institutions, with which I am most familiar, have seemingly decided that they are in sole possession of the intellectual knowledge, values, and insights needed to train future leaders -- and that such knowledge is secular and material. Never mind that the great universities of our nation, from Harvard on down, were in most cases founded by God-fearing men and women with different perspectives from today's.

Institutional leaders should urge faculty and staff members to reject ideological conformism, and they should honor forms of diversity now neglected, including religious,

philosophical, and socioeconomic diversity. If universities are to be true to their educational missions,

If universities are to be true to their educational missions, they must cease and desist from their tendencies to exclude.

they must cease and desist from their ten-

dencies to exclude. Alas, the recent high-profile focus by activists such as David Horowitz on this longstanding issue is long overdue.

*Carol M. Swain is a professor of political science and law at Vanderbilt University and founding director of the Veritas Institute for Racial Justice and Reconciliation and she gave permission to Expect Diversity to reprint the article, which was originally published at <http://chronicle.com> Section: The Chronicle Review Volume 52, Issue 3, Page B12.*



**For more info, contact Todd Stanislav, by e-mail at [stanist@ferris.edu](mailto:stanist@ferris.edu) or by phone at ext. 3541**

## Dialogue Ferris

### Ferris Faculty Set to Present at the 2<sup>nd</sup> Annual Peace Studies Conference

By Todd Stanislav

Yet another example of the University's commitment to collaboration was the recent effort to provide Ferris faculty an opportunity to present papers at the 2<sup>nd</sup> Annual Peace Studies Conference, a conference hosted by Grand Rapids Community College (GRCC) and scheduled for September 2010. The theme of this year's conference is "Conflict Resolution: Challenges, Successes, and Failures of Supranational and International Organizations." Three Ferris faculty members have been invited to give papers at the conference. They are:

Dr. Carole McKenna (Social Sciences Department), *Canadian and*

*American Culture of Militarism: Coping Mechanisms in a Military-Industrial-Service Complex*

Dr. Rebecca Sammel (Languages and Literature), *Teaching Conflict Resolution in the Liberal Arts: Incorporating Discussion of Global Inequalities and Crises in a World Folk Literature Course*

Dr. Barbara Ciaramitaro (Accountancy, Finance, and Information Systems), *Developing Global Competence in our Students: The Role of Academic Institutions*

In late Spring 2010, conference organizers Robert Hendershot and Ric Under-

hile, both from GRCC (Ric was formerly Academic Counselor for the College of Arts and Sciences at Ferris) met with members of the Diversity and Inclusion Office, Globalization Initiative, Social Sciences Department and Faculty Center for Teaching and Learning to explore ways in which Ferris State may collaborate with GRCC in supporting the Peace Studies Conference. Subsequent to this meeting, a University-Wide Announcement invited all faculty to submit papers for the conference. We are delighted that Ferris will be well-represented at this year's conference. Our congratulations to Carole, Rebecca, and Barbara!

### The Bridging Classrooms Project

By Renato L. Cerdeña

Bridging the Classrooms Project geography aims to provide Ferris students with opportunities to engage directly with different cultural perspectives through online collaboration. The project electronically connects FSU's Geog 100 World Regional Geography with students in institutions of higher education in the Philippines. It extends earlier geographic education initiatives in international collaborative learning through the World Wide Web.

This project involved students that, although geographically dispersed, belong to the same narrow range of the cultural and socioeconomic spectrum. The project hopes to provide Ferris students with more opportunities for diversity training by having them directly engage with counterparts that have a radically different upbringing.

Collaboration is done in groups of six students -- three students from Ferris and three from the Philip-

pinés—who will investigate topics assigned to them by the instructors. Topics of interest include climate change, genetically modified crops, sustainable agriculture, and migration. Initial implementation in Fall 2009 was with students of the Angeles University Foundation in the Philippines. During school year 2010-2011, the primary medium of interaction between students will be an electronic discussion board within Moodle, a free course management system that educators can use to create effective on-line learning sites.

## Dialogue Ferris

### The 2010 "Imagine More" Student Life Bus Tour

By Michael Wade

Ferris State University's Office of Multicultural Student Services (O.M.S.S.) coordinated The 2010 "Imagine More" Student Life Bus Tour this past May. The Imagine More Student Life Bus Tour, is a minority student recruitment initiative that showcases Ferris State and its opportunities by student leaders. Ferris' student leaders have an opportunity to connect with the high-school students by engaging them in interactive presentations. The Student Life Bus Tour is unique in that it is the students who describe Ferris' academic programs, student life, student organizations and student services. In its fourth year, O.M.S.S. embarked on an ambitious road trip to Illinois for a four-day stretch designed to put Ferris State University on the radar. The 2010 Bus Tour took place May 10-May 14, 2010 during which student leaders presented to close to 1300 jun-

emy

- Hyde Park Career Academy
- Gage Park High School
- Simeon Career Academy
- Dunbar Vocational Career Academy

Over 30 Ferris student leaders from O.M.S.S.'s T.O.W.E.R.S. Multicultural Leadership Development program, Professional/Social Greek, Service and Faith-based organizations participated in this year's "Imagine More" Student Life Bus Tour.

The initiative was a success in spreading awareness of Ferris State University to Chicago area students. Several of the high school students pointed out that they had never heard of Ferris State University and after the Bus Tour presentation not only were inspired to go to college, but gave serious consideration to attending FSU. Tyrone Collins, Admissions Counselor for Ferris administered on-site admissions for students interested in attending Ferris.

Mr. Collins reported that approximately 12 students expressed serious interest in Ferris State by going through the on-site admissions process. Within the high schools, principals and counselors appreciated the work and commitment that Ferris State University has

to diversifying its campus and all expressed the interest in strengthening relationships for future endeavors.

Also, the initiative was a successful learning experience for the participating Ferris students. Student learning is always a goal of O.M.S.S., and we wanted participating Ferris students to learn about the importance of education, service and leadership through this initiative. Ferris students who participated shared that they appreciated the opportunity to give back by speaking out to prospective students and some said the experience was once in a lifetime. It is O.M.S.S.'s hope that our Ferris students gain the passion that while in college and once they graduate, to go back to communities and become change agents and difference makers.

The 2010 "Imagine More" Student Life Bus Tour continues to be a pillar of O.M.S.S.'s programming and illustrates the university's commitment to outreach and recruitment of minority students. A special thank you to Dr. Dan Burcham (Vice-President of Student Affairs) for his continued support and the Office of Admissions for their collaborative effort with the Bus Tour initiative.

**Contact Michael Wade at (231)591-5029 if you want to participate in the Bus Tour.**

**Over 30 FSU student leaders presented to 1300 junior & senior-level students at five inner-city high schools in the Chicago Public School District**

ior and senior-level students at these five inner-city high schools in the Chicago Public School District:

- Kenwood Career Acad-



## Dialogue Ferris

### Baldwin Community Schools partner with FSU health promotion class

By Denise Mitten

During the spring semester, students from the RMLS 213 Health Promotion in the Workplace class provided health and nutri-

ents drove to Baldwin to spend two hour sessions with the students. Each session began with a warm up, followed by a stretching

FSU students worked closely with Jessica Osei-Yeboah, the physician's assistant at the school's Teen Health center. Using a scale that measured body composition, we took three measurements during the program. We focused on converting body fat to muscle, rather than just losing weight. Some students were at target weight but had too much body fat. The results indicated that most of the students did indeed lose body fat. As importantly, the students have more tools and information to keep themselves healthy.

FSU students indicated that they learned a great deal about implementing and planning an actual health and wellness program for a school. This program helped them see the connection between book information and real-life situations.



tion instruction and guidance for Baldwin Middle School and High School students. Three times a week for 10 weeks FSU stu-

dent routine and then a 45 minute activity period. An educational topic, accompanied with a nutritious snack finished, the session.



## Dialogue Ferris

### Ferris Students Learn about Diversity and Globalization in India

By Dr. Rebecca Sammel

The FSU community had a unique opportunity to meet a scholar from the University of Chicago's top-ranked South Asian Languages & Civilizations Dept on April 15, 2010. Dr. Ro-

chona Majumdar spoke about contemporary India at the invitation of The Globalization Initiative. The event was preceded by a "Teach-In" presented by our own Dr. Krishnakali Majumdar of Anthropology, who prepared students for Rochona's talk with an energetic history of India from ancient through post-colonial periods.

chona Majumdar spoke about contemporary India at the invitation of The Globalization Initiative. The event was preceded by a "Teach-In" presented by our own Dr. Krishnakali Majumdar of Anthropology, who prepared students for Rochona's talk with an energetic history of India from ancient through post-colonial periods.

Dr. Majumdar's talk drew a full crowd that included a Big Rapids High School group and filled

Business 111 to capacity. Afterward, audience members gathered for a lively Q&A session with the speaker. The three linked events were funded by a grant from the Office of Diversity and Inclusion, and supported by the Office of Multi-Cultural Student Services and the Faculty Center for Teaching and Learning.

Dr. Majumdar discussed how globalization has brought about both positive and negative changes in India's complex social and political systems. While the technology boom flourishes in the cities with vast wealth accruing to a few, elsewhere in the "Red Corridor," Maoist militants have won support from the illiterate and poor, and now control about one-

fifth of India's forests along with several administrative districts. Dr. Majumdar also tackled the topic that both puzzles and fascinates Western students—the caste system. As India transitions from ancient caste system to social strata defined by the market economy, the Dalit ("downtrodden") or Untouchable caste, remains disenfranchised and vulnerable to the Maoist insurgents. Dr. Majumdar explained how the Dalit leader, Mayawati, having beat the odds by rising to political power, brazenly engages in corruption and personal enrichment, and yet is seen as hero and success story by the illiterate constituents whom her administration exploits. Discussing how the caste system relates to issues of globalization, illiteracy and race, Dr. Majumdar pro-

**Dr. Majumdar proposed a model for change based on access to education.**

posed a model for change based on access to education. She concluded with a look at the disparity between the new technological elite and the vast numbers of poor, and a compelling final statement: "Corporate India," she declared, "must not ignore forest India."





# Dialogue Ferris

## An Interview with Sandy Gholston, Marketing Specialist

By Diversity & Inclusion Office Staff

### Why did you come to Ferris?

Ferris is my alma mater and I have always felt passionately about the University and appreciate what it has meant to me and so many others who wanted an opportunity. I am a strong believer in Ferris' mission to provide access to a practical and valued education. I originally came to Ferris in the early 1990s. As an undergraduate student, Ferris quickly made a positive impression on me and I became involved in organizations like the *Torch*, as a student writer and editor. My appreciation for Ferris has become stronger over the years. By returning to Ferris, as an employee, I have an opportunity to give back to the University and help attract and mold future leaders.

### What is a current project that you are working that our readers should know about?

In University Advancement and Marketing, we've worked to establish blogs as an alternative way of putting information about the University in front of interested people. The main Ferris blog has helped

Ferris be more comprehensive in highlighting events such as the Martin Luther King Celebration, International Center projects and Globalization Initiative speakers and events. I also have worked to establish a blog for the Jim Crow Museum of Racist Memorabilia. In addition, I am also an executive producer for our Ferris State Live television show, a collaborative effort between Television and Digital Media Production and UA&M. Broadcasts of this program run throughout northern and West Michigan.

### In terms of diversity and inclusion, what would you like to see Ferris start doing?

I would love to see Ferris continue progress toward making Ferris even more welcoming for men and women of diverse backgrounds. Strong support from offices like Diversity and Inclusion and Multicultural Student Services are keys to any university-wide commitment to creating an environment that makes Ferris more reflective of our diverse state and nation. I also hope that leadership opportunities and training increase for employees

from diverse backgrounds. Training and support are keys to leadership access. Diversity in leadership is an important part of fostering an atmosphere of diversity, open-mindedness and inclusion. Having someone the caliber of David Pilgrim, as Vice President for Diversity and Inclusion, has been a very positive step for Ferris and a great resource for many people in our University community.

### Any other comments?

I continue to be impressed by an improving commitment at Ferris to activities of diversity and inclusion. The offices of Diversity and Inclusion and Multicultural Student Services as well as the International Center are among areas doing great work. The Globalization Initiative has grown and exposed our students, faculty, staff and community to significant worldwide issues of importance. A lot of work has been done, and I look forward to being a part of the hard work that still must be done here at Ferris.



## Diversity in the Classroom

### Creating New Learning Experiences from Interactions with Diverse Students and Faculty

By Todd Stanislav

Did you happen to know that Ferris students in Lynn Chrenka's ENGL 150 (English I) class interacted online with students at Wayne State University, or that students in Renato Cerdena's GEOG 100 class (Geography of World Regions) similarly interacted with students from the Philippines? Perhaps you heard that students in Denise Mitten's RMLS 130 class (Principles and Practices of Outdoor and Environmental Education) learned from faculty and students from Norway, and that students in Hikaru Murata's EDPE 499 class (Professional Physical Educator) engaged in a web-based live conversation with teachers at a Detroit school that predominantly serves African American students.

We share this good news to illustrate how a handful of faculty participating in the *Bridging Campus Classrooms // Connecting*

*Diverse Students Initiative* provided Ferris students an opportunity to interact with and learn from diverse students and teachers, while also working toward specific learning objectives for their respective courses.

The *Bridging Campus Classrooms // Connecting Diverse Students Initiative* began as a collaboration between the College of Arts and Sciences Diversity Committee and the Faculty Center for Teaching and Learning; support for the initiative was also provided by the Diversity and Inclusion Office. All faculty are invited to participate in the *Initiative*. For more information, please contact Todd Stanislav (see contact information to the left).

Clearly, there are numerous connections you could make for your students, from having them interact with students from predominantly urban backgrounds, to working with students at minority-

serving institutions such as Historically Black Colleges and Universities and predominantly Hispanic-serving institutions. And certainly, the *Bridging Campus Classrooms // Connecting Diverse Students Initiative* supports the collaborative work that your students and students at international institutions around the world might do. In this regard, the Office of International Education is developing connections with faculty in the Netherlands and in South Korea. If you have interest in connecting students in one or more of your courses with students in either of these countries, please contact Todd Stanislav or Piram Prakasam, Director of the Office of International Education. See their contact information to the left.

**Contact  
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**“All the world is a laboratory to the  
inquiring mind.”**

**~Martin H. Fischer**

## International Corner

### FSU hosted Dr. Trishanjit Kaur, an international educator and author

By Caroline Stern

Ferris State University recently hosted international educator and author, Dr. Trishanjit Kaur of Punjabi University of India through a Student Diversity Grant written by Ms. Kate Plessner, Ms. Jackie Norey, and Dr. Caroline Stern. Working together, the Diversity and Inclusion Office, International Center, Global Initiative for Cultural Awareness, FLITE, and the Department of Languages & Literature sponsored Professor Kaur's series of campus presentations and workshops on June 9<sup>th</sup>.

The day began with the FLITE professionals and the presentation,

*"Promoting and Improving Information Literacy in Higher Education"* that fostered valuable exchanges on global strategies for connecting library resources to students to advance lifelong learning skills.

Dr. Kaur followed this with a workshop for students, faculty, and community members on the topic *"The Role of Women in 21st Century India: Traversing the Crossroads of Tradition & Modernity."* This well attended cultural conversation contributed to an improved understanding of how the diverse cultures of India provide a mixture of opportunity and challenge for women. The question

and answer session focused on topics such as traditional arranged marriages, the extent of opportunities for education and employment of women, and how generational and religious perspectives shape the ways in which women are viewed as workers, mothers, and students.

Dr. Kaur also met with Dr. Piram Prakasam, the director of the International Center, to discuss strategies that Ferris State University can use to build Study Away programs and recruit more international students to Ferris' Big Rapids campus.



# International Corner

## "Economic Cooperation and Peaceful Relationships between South and North Korea."

By Thuy Karafa

On April 14th, the Globalization Initiative with Dr. Yung Choi's assistance brought Mr. Cho Kun Shik to Ferris. Mr. Cho Kun Shik's visit was invaluable to FSU students as they were given the opportunity to learn from, as well as have a one-on-one question and answer session with an Ex-Deputy Minister of the Unification Department South Korea and a former CEO of Hyundai Asan Corporation. Mr. Cho presented

Deputy Minister of the Unification De-

partment in South Korea and former CEO of Hyundai Asan Corporation. He highlighted the South and North Korean's politics and discussed its impact on Korea's economy. Mr. Cho Kun Shik provided an in-depth presentation of



for a mutually beneficial economic relation. He presented both positive and negative impacts of the South Korean tours operation at Mt. Kumgang and Kaesong in North Korea. Since its inception in 1998, the Hyundai Asan Corporation, a South Korean tour operation based in North Korea, has successfully brought in billions of Korean won and millions of tourists to Mt. Kumgang and Kaesong. In addition, the operation employed over 1,000 employees.

However, in 2008, tours were halted due to a shooting incident and the subsequent criticism. As a result, both South and North Korea have lost much in tourism revenue. Mr. Cho believes Mt. Kumgang and Kaesong can be successes again once tours are resumed. After his presentation, Mr. Cho Kun Shik continued to answer many students' questions regarding

the future of tourism in Korea.

to a packed room of FSU students speaking on his years of experience as an ex-

South and North Korea's tensed relationship beginning with the Korean Conflict to its current struggle





## Diversity and Inclusion Chat

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**The real radical is that person who has a vision of equality and is willing to do those things that will bring reality closer to that vision...**

**Bayard Rustin  
(c. 1910-1987)  
US civil-rights  
activist**

Transforming a university into one that is truly diverse takes time, progress is often incremental and barely visible. This is not a complaint, simply a recognition of the difficulties of facilitating cultural change in higher education.

Recently, Ferris was paid the honor of a visit and public address by Ms. Delores Huerta, the co-founder of the United Farm Workers of America. Working with Cesar E. Chavez, she founded an organization that did as much to improve the lives of migrant workers as any single organization in this nation's history.

I am not sure what a *radical* is, though I have been called one on occasion. I do know that there were people in the audience who considered her views progressive to the point of radicalism. She, simply, spoke from a vantage point created by her experiences as a long-time advocate for migrant workers, poor people, and others who have struggled for political, social, and economic inclusion.

Well, her words struck a nerve, or many nerves. Some members of the audience passive aggressively tuned her out—playing Solitaire on computers, texting, talking while she was speaking, and in an embarrassingly large number of cases, getting

up and noisily leaving.

Higher education works best when we suspend judgment at the door, open our minds, and listen attentively. This does not, of course, mean that we should accept any and every idea that we hear.

A truly diverse university is one where we are not afraid to listen to ideas that we believe are ill-conceived, contrary to the best evidence, radical, or, in a word, wrong.

A truly diverse university is a mature university that welcomes—not tolerates—divergent views. It is a place where responsible, reasoned dissent is a pillar. Summarily dismissing divergent views stunts growth.

Ah, but there is always good news. The university has created and filled the much needed position, Director of the International Education, with Dr. Piram Prakasam. The International Center was already doing good work, but the addition of Dr. Prakasam, one of the most passionate advocates for international education, to this leadership role, will, in my opinion, produce great results for the Center and the University. A truly diverse institution has students, faculty, and staff from many nations, and equally important, it has an intentional focus on preparing students to contribute to the larger world.

Since I've turned this chat into a rant, I might as well

mention a few other topics. As always, please consider donating clothes to the First Lady's Attic. We have outfitted more than 300 students for job interviews and classroom presentations—and they keep the clothes. We are always in need of men's suits, sizes 38-42 and white shirts.

Also, I am very pleased with the creation of the Ferris Orphan and Foster Youth Initiative. This will afford impoverished orphans and young people who have aged out of foster care with the opportunity to attend Ferris. I don't want to sound mawkish, but I believe that Mr. Ferris would be pleased with this initiative.

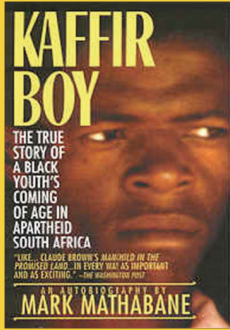
Please visit the Diversity and Inclusion Office's website. We want it to be a resource for faculty, staff, and students. Also, if there is something that you believe should be there, that is not there, please give the suggestion.

Finally, I want to encourage members of the Ferris community to apply for Diversity Mini-grants. The purpose of these grants is to "seed" innovative diversity—and inclusion-related activities. If you are interested in applying please visit, <http://www.ferris.edu/diversity/OnCampus.htm>.

As always, please feel free to come by CSS 311 to chat.

## Up coming Events

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### FSU Arts and Lectures Performing Artists Series 2010-2011

- Dr. Mark Mathabane, Best Selling Author  
Friday, September 24, 2010, 7:00 p.m., IRC 120

Mark Mathabane touched the hearts of millions with his sensational autobiography, *Kaffir Boy*. Telling the true story of his coming of age under apartheid in South Africa, the book won a prestigious Christopher Award, rose to No. 3 on *The New York Times* best-sellers list and to No. 1 on the *Washington Post* bestsellers list, and was translated into several languages. Today, the book is used in classrooms across the U.S. and is on the American Library Association's List of "Outstanding Books for the College-Bound."

- Daniel Seddiqui - 50 Jobs in 50 Weeks?  
Wed., October 6, 2010, 7:00 p.m. G. Mennen Williams Auditorium



Finding a career, finding your passion and understanding culture and lifestyle Daniel Seddiqui has recently completed his mission to work 50 different jobs in 50 states. He has been employed in jobs ranging from a Rodeo Announcer in South Dakota, a Model in North Carolina, a Marine Biologist in Washington, to a Border Patrol Agent in Arizona. Why would anyone put themselves through such a grueling experience?

### "Spoiling Images of Women"

- Dr. David Pilgrim, Vice President for Diversity and Inclusion  
Wednesday, September 1, 2010, 6:00 PM - 7:30 PM, Rankin Student Center Dome Rm  
Contact: Sherry Hayes Email: hayess@ferris.edu Telephone: 591-2612  
Group/Organization: Bulldog Beginnings Committee

Dr. David Pilgrim, Vice President for Diversity and Inclusion, will share a presentation on "Spoiling Images of Women." Anyone with a disability who needs special accommodations to attend this event should contact 231.591.2612 at least 72 hours in advance.

### OMSS: Transition to Success

- Fall 2010 Minority and First-Year Student Orientation.  
Thursday, September 2, 2010, 7:00 PM - 8:30 PM, Rankin Student Center Dome Rm  
Contact: Michael Wade Email: michaelwade@ferris.edu Telephone: 591-2617  
Group/Organization: Office of Multicultural Student Services

Come out to meet important people on the campus of Ferris State University that will assist with your Transition to Success! THIS EVENT IS A PART OF THE 2010 BULL-DOG BEGINNINGS WELCOME WEEK ACTIVITIES!

\*Anyone needing special assistance to attend this event should contact the Office of Multicultural Student Services at (231) 591-2617 at least 24 hrs in advance.