

Diversity Initiatives

2008 - 2009



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Georgia State University Diversity Initiatives 2008 - 2009

Diversity Initiatives are steps taken by employers to actively support equal employment opportunity by attracting and retaining a diverse workforce.

In an effort to publicize Georgia State University's involvement in commendable actions geared toward community outreach, recruitment, promotion, retention, training, cultural programming and curriculum development; the Office of Opportunity Development/Diversity Education Planning has compiled a brief report containing information submitted by individual colleges and departments outlining their efforts in these particular areas.

The areas mentioned above are becoming increasingly important in the University as well as the corporate environment. With the rise in availability of employees and increasing job opportunities combined with a heated climate in diversity relations it is imperative that Georgia State University make known its intent for recruitment, community outreach, cultural programming and curriculum development. In addition to these areas, retention is also imperative. Not only is high turnover costly to the University, it can also be a reflection on the University's reputation and reputation is a key factor in recruitment and retention.

In the following pages you will find colleges and departments who have made extra efforts to enhance the reputation of Georgia State University.

The Office of Opportunity Development/Diversity Education Planning would like to thank all of the colleges, divisions and departments that participated in our 2008-2009 Diversity Initiatives report.

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Internal Diversity Resources

- [BOR Guidelines: Partnership for Construction Diversity in the University System of Georgia](#) (Available electronically).
- Report on Diversity Coverage at Georgia State University, Dr. Bob Moore, Andrew Young School of Policy Studies.....p.34-58

External Best Practice Resources

[U.S. Department of the Interior: Strategic Plan for Achieving and Maintaining a Highly Skilled and Diverse Workforce FY 2005-2009](#) (Available electronically).

Diversity Initiatives for Ernst G. Welch School of Art and Design

Director, Cheryl Goldsleger

I- Community Outreach/Articulations/Collaborations

Internal Collaborations

2006

- Winter: Potentially Harmful: The Art of American Censorship, An exhibition and events on the subject of art censorship since the 1970s. Collaboration with GSU Law School.

2007

- Winter: Eudora Welty Project, Photography by Eudora Welty, with Faculty and Alumni Artist Exhibition, Collaboration with Department of English and Five Points literary journal.
- Summer: Faculty Project Amy Landesberg and Mark Cottle: On the Surface, (Welch School faculty, with Georgia Tech faculty)
- Fall: At the Edge, Art from the Living Museum, Creedmoor Psychiatric Center, Queens, NY, and Skyland Trail, Atlanta. Collaboration with Department of Psychology and Center for Behavioral Neuroscience

2008

- Le Flash, Collaboration with GSU Theatre program

External Collaborations

2006

- Potentially Harmful: The Art of American Censorship, An exhibition and events on the subject of art censorship since the 1970s. Collaboration with 7Stages Theatre, Atlanta Film Festival and Georgia Lawyers for the Arts.
- Potentially Harmless: Grady High School student art exhibition curated by Cathy Byrd at Youth Art Connection Gallery. In tandem with Potentially Harmful exhibition. Collaboration with Youth Art Connection and Grady High School.

2007

- Fall: At the Edge, Art from the Living Museum, Creedmoor Psychiatric Center, Queens, NY, and Skyland Trail, Atlanta, Curated by Cathy Byrd. Collaboration with Living Museum and Skyland Trail.
- Teenagers At the Edge: Teenage art exhibition curated by Cathy Byrd at Youth Art Connection Gallery with work by residents of The Bridge, Devereux, Hillside and Laurel Heights treatment centers. Collaboration with The Bridge, Devereux, Hillside and Laurel Heights treatment centers.

- Organized group exhibition of student work presented in The Board of Regents newly renovated Conference Center, 2007

2008

- Re/constructing Atlanta; Urban Intervention: The Beltline. An exhibition about the development of the Atlanta Beltline transit system. Collaboration with Atlanta Neighborhood Planning Unit V and Georgia Tech College of Architecture.
- Now, Here, This: Atlanta Youth ReImagine the City: Teenage art exhibition curated by Cathy Byrd at Youth Art Connection Gallery. Collaboration with Youth Art Connection, Grady High School, South Atlanta Academy for Engineering and Computer Science and Tri-Cities High School.
- City of the Future. A presentation of visions of Atlanta's design of the future based on a History Channel design and engineering competition. Collaboration with EDAW and Praxis 3, HOK, College of Architecture, Georgia Institute of Technology, Perkins + Will, HWKN, plexus and CDM, and NOX.
- Le Flash. A one-night public art performance art and installation event in Castleberry Hill District. Celebration of Kristina Solomoukha Mind the Gap Fountain public art project, Cleopas Park. Collaboration with Friends of Cleopas Park, Castleberry Hill Neighborhood Association, Savannah College of Art and Design.
- Photography students organized the 11th Biennial Benefit Art Auction and Exhibition for Positive Impact at The Fine Line Gallery. ExLucis, the student photography group of the Welch School, organized the 11th Biennial Benefit Art Auction and Exhibition in support of Positive Impact, a service organization that provides mental health and prevention services for people affected by HIV in Atlanta. ExLucis procured donations of artwork by GSU students, faculty and alumni and mounted an exhibition with a gala opening to raise over \$4,000 to benefit Positive Impact.

Global Connections and Expanding International Perspectives:

- **Stan Anderson**
NYC Senior Trip in October 2007. Was the only faculty member to accompany 15 senior graphic design students on a field trip to visit many NYC film and television and production design studios. Pysop, Trollback and Company, Spike TV, Nickelodeon and Macy's were among the visits. 2007
- **George Beasley**
Study Abroad, Scotland, "Issues of the Landscape in Northeast Scotland," continued development, Undergraduate and Graduate, Summer 2007
- **Mark Burleson**
Study in North Carolina. Included visits to museums, numerous galleries and cultural institutions in and around NC.

- Melanie Davenport
An Artisan on the Internet: Agency and Adaptation in the Global Tourist Economy, presentation, University of Brighton, 6th International Symposium on Aspects of Tourism, Brighton England. (International)
- Cheryl Goldsleger
Host for visiting German artist Frank Badur. Spring 2007
- Melinda Hartwig:
The Tomb of Menna, Conservation and Documentation Project; Federal agency sponsor: Egyptian Government; Dates: NOV., 15, 2006 - DEC., 31, 2008
Maymester Study Abroad in Egypt (AH 4900/6900): focused on Nubia as well as Egypt by traveling to monuments near Lake Nasser.
- Pam Longobardi
Host for visiting Welch artist Gareth Jones.
- Susan Richmond
Lecture on "Documenta 12" International Art Exhibition in Kassel, Germany Summer 2007 to FLC Art & Design class.

2- Recruiting Practices

The Ernst G. Welch School of Art and Design initiated two new activities that will be part of our annual recruiting practices. We now participate in or sponsor the following:

- Two National Portfolio Day (NPDA) events in Atlanta and Baltimore.
National Portfolio Day Association (NPDA) is organized for the planning of National Portfolio Day events wherein NASAD accredited colleges and universities attend to recruit high school art students seeking admission to college art programs through the portfolio review process. The number of high school art students attending these events ranges from 600 to 1500 per event.
- Sponsor of the Georgia Regional Scholastic Arts Awards
The Scholastic Art Exhibition and Awards is the nation's longest-running, largest, most prestigious recognition program for creative teenagers in the visual arts. Over 3,000 pieces of work were submitted by 2100 plus students from 98 participating schools. The event brought more than 500 students, parents, and their teachers to the campus of GSU. Along with an awards ceremony in the GSU Student Center to celebrate the winners, an exhibition of the work is mounted in the Welch School Gallery. Welch School studio tours are provided by all disciplines with faculty, representative students and staff on hand to meet, greet and answer questions about our programs.

3- Promotion/Retention Promotions

- Gallery website, Facebook and Myspace sites
- Project websites: Re\constructing Atlanta, New Wave Atlanta

- WRAS radio programs: At the Edge, Re\constructing Atlanta, Le Flash/Kristina Solomoukha New Wave Public Art project.
- PSAs WRAS: all presentations
- Media coverage: Atlanta Journal Constitution, Creative Loafing, GSUVillager, Peach magazine

4- Cultural Programming

Exhibition and Event Projects

2006

- Winter: Potentially Harmful: The Art of American Censorship. An exhibition and events on the subject of art censorship since the 1970s. Associated teenage exhibition at Youth Art Connection Gallery. Curated by Cathy Byrd, Gallery Director, with Susan Richmond, Welch School Contemporary Art historian. Events: Censorship Panel Discussion, Karen Finley performance, film screening. Publication: Potentially Harmful book, with 10 essays, documentation and analysis of 24 artists' projects. D.A.P. distribution.
- Summer: Faculty Project: Craig Dongoski: M-U.T.E.D., with Shana Robbins: Rainbow Project Curated by Craig Congoski, Welch School faculty. Events: multiple performance art events.
- Fall: The Brazil Project, Jacqueline Bishop and Bob Nugent, with Palmo Quadrado, traveling group exhibition from Brazil. Curated by Pamela Longobardi, Welch School faculty artist. Events: Artists talk and panel discussion.

2007

- Winter: Eudora Welty Project, Photography by Eudora Welty, with Faculty and Alumni Artist Exhibition; Curated by Cathy Byrd, Gallery Director, and Teresa Bramlette Reeves, Welch School faculty artist.
- Events: Artists' Talk, Pearl McHaney Talk, GSU Theatre Reading performance, Southern Writers readings in association with American Association of Writers 2007 Conference.
- Summer: Faculty Project Amy Landesberg and Mark Cottle: On the Surface. Curated by Amy Landesberg. Events: Artists Talk, Panel Discussion re: new inventions in architecture.
- Fall: At the Edge, Art from the Living Museum, Creedmoor Psychiatric Center, Queens, NY, and Skyland Trail, Atlanta. Associated teenage exhibition at Youth Art Connection Gallery. Curated by Cathy Byrd, Gallery Director. Events: Opening Night Talk, Film screening and Panel Discussion

2008

- Re\constructing Atlanta; Urban Intervention: The Beltline. An exhibition about the development of the Atlanta Beltline transit system. Curated by Cathy Byrd, Gallery

Director. Associated teenage exhibition at Youth Art Connection Gallery curated by Cathy Byrd. Events: Artists Talks, Rick Lowe Talk and Colloquium, NPUV Discussion. Publication: Re\constructing Atlanta book, with four essays, and 34 artist and architect projects. Gallery distribution.

- Summer Faculty Project: Intersections of Nature and Industry, curated by Merrie Wright, former Welch School adjunct faculty, with recent and current faculty/instructors, alumni, current graduate and undergraduate students. Events: Artists Talks

Special Exhibition

- City of the Future. A presentation of visions of Atlanta's design of the future based on a History Channel design and engineering competition. Organized by Cathy Byrd. Events: Architect Team Talks, Re\constructing Atlanta Book Release.
- Public Art and Performance Event. Le Flash. A one-night public art performance art and installation event in Castleberry Hill District. Curated by Cathy Byrd and Stuart Keeler. Presentation of student and professional artists' projects. Celebration of Kristina Solomoukha Mind the Gap Fountain public art project, Cleopas Park. Curated by Cathy Byrd. Events: Le Flash, Castleberry Hill: October 24. Public Art Installation in Cleopas Park: October 24 – December 12.
- Fall: The Perfect Angle, curated by Todd Smith, Director, Tampa Museum of Art. Events: Artists and Curator Talks, special guest Nancy Solomon, Solomon Projects.

2009

- New Wave Atlanta: When Urban Intervention Speaks French: Christophe Berdaguer and Marie Péjus, Didier Fiuza Faustino, HeHe (Helen Evans and Heiko Hansen), Stéphane Magnin, Hugues Reip and Kristina Solomoukha. Curated by Cathy Byrd, Gallery Director. Events: Do It Yourself Tuesdays, with Welch School student artists; Auto Celebration charrette with Didier Faustino. Atlanta's New Public Artists' Talk, Psychogeography Talk with Jeremy Crampton, GSU Department of Geosciences.

2003-present

- Student Sculpture Garden Project: Annual public art commissions of student artist projects for display at the intersection of Gilmer St. and Peachtree Center Ave.

Training Programs

- 2002-present: Gallery Internship Program
- 2006 Gallery Docent training, Potentially Harmful: The Art of American Censorship
- 2008 Student Workshops: Photographing Art and Creating Digital Files

7- Curriculum Development

Undergraduate Program Review was undertaken in 2006-2007 for all majors and all disciplines. Work was done to strengthen curricular goals and improve progression, retention and graduation rates. Five new courses were created to address: methodology in art history, a

capstone in art history, a sophomore level Contemporary Art Survey course, a foundations level Introduction to Studio course to address new genres in studio, and a junior level new media course to address technology literacy for the majority of BFA students. This course is entitled "Digital Possibilities." Courses were renumbered with attention to progression to enhance student navigation through their programs of study. These initiatives are scheduled for implementation in Fall 2008.

8- Management Initiative

Workload was re-distributed within the School of Art and Design with the addition of new staff and the replacement of staff in ongoing positions.

- Formerly, the Business Manager did all uploading of course schedules and implemented all changes in GoSolar in addition to the regular work of a departmental business manager. The Business Manager had taken on the responsibility of facility oversight as well. This person is now responsible for all financial tasks and details within the department and facility oversight.
- The course scheduling and GoSolar responsibilities have been transferred to the Administrative Specialist Academic position. This person is now working with the Registrar's Office and managing all of the course scheduling and GoSolar responsibilities in addition to the normal tasks of the advising and curricular support. With the addition of the new Administrative Specialist Academic, the ad hoc responsibilities for advising all incoming freshman and sophomores and the ongoing BA in Studio majors are now fully covered. Faculty members still continue to advise BA in Art History and BFA junior and senior students in their areas of concentration. This person is also working with the students and faculty and the Registrar's office for any academic requests and changes that go through the Registrar's Office.
- The addition of the Skilled Trades Worker position has resulted in improved facility and equipment safety within the Sculpture area. It has also resulted in more efficient use of space

Diversity Initiatives for Biology

Chair, Dr. Phang C. Tai

I. Community outreach:

- a. **The Bio-Bus Program.** The Department of Biology operates the Bio-Bus, a 30-foot mobile instructional laboratory that travels to Georgia K-12 schools and presents activities designed to spark young learners' interest in science. The Bio-Bus Program is staffed by GSU students of diverse racial and ethnic groups (64% are from underrepresented minorities), who provide effective role models for children who share their heritage. Since its inception in 1999, the Bio-Bus has made more than 1000 visits to schools and community groups in 30 different Georgia counties and in the process has served over 100,000 K-12 students.
- b. **Teacher Workshops.** Since 2007, the Department has run workshops for K-12 public school teachers on "Forensics and Molecular Biology," a two-day workshop conducted as a collaboration between Georgia State University and Bio-Rad, the U.S. Army Criminal Investigation Laboratory, and the Innocence Project.
- c. **The DNA Language Program.** In Fall of 2008, the Department of Biology was awarded a three-year, \$750,000 grant from the National Institutes of Health to present activities about DNA and genetics to elementary aged children. To implement the program, the Department's Bio-Bus Program is partnering with the City Schools of Decatur, a racially and ethnically diverse school district located in metropolitan Atlanta.

2. Recruiting Practices:

- a. **New Faculty Hires.** The Department of Biology hired three new faculty members from underrepresented groups during the past two years. The proportion of underrepresented minorities among the faculty currently stands at 10%.
- b. **The Double-the-Double Program.** The Double-the-Double program is a University initiative designed to increase the numbers of K-12 teachers in Georgia and simultaneously increase minority representation among the teacher pool. Since it was first funded in 2006, the Department of Biology has supported 16 graduate students with Double-the-Double funds. Nine of these are continuing in graduate school. Of the seven who have graduated, three have taught in the K-12 schools, a fourth is currently completing her teacher certification program, and a fifth has joined the Emory FIRST program, a post-doctoral program that combines research and pedagogy.

3. Promotion/Retention Programs:

- a. **The Pipeline Program.** The Department of Biology administers the Pipeline Program, a program whose objective is to increase the participation of underrepresented minorities in graduate programs in the biological sciences. This year, the program supported thirteen minority graduate students and three undergraduates.
- b. **The Supplemental Instruction Program.** The Department of Biology is a participant in the Supplemental Instruction (SI) program, which offers students in high enrollment classes extra help sessions. These sessions are led by undergraduates and graduate students who are specifically trained in providing instructional assistance to at-risk students.

4. Training Programs:

- a. **Howard Hughes (HHMI) Biotechnology Scholars Program.** The Departments of Biology and Chemistry jointly sponsor the Biotechnology Scholars Program, a research program sponsored by the Howard Hughes Division of Undergraduate Education (\$1.5M; 2006-2010). In this program, undergraduate Scholars are supported to conduct research under the mentorship of a graduate student who shares their research interests. In the past year, the program supported 24 Scholars. Twenty-nine percent of the Scholars came from underrepresented minority groups. Of the 20 mentors (some of whom mentored more than one Scholar during the reporting period), 25% were underrepresented minorities. Three Scholars have been accepted to the HHMI EXROP (Exceptional Research Opportunities) program, in which economically and/or racially underrepresented minority undergraduates are supported to work in a high-profile laboratory of an internationally prominent research scientist.
- b. **McNair Program.** Two biology students took part in the Ronald McNair program, a summer research program whose primary goal is to increase underrepresented minorities in Ph.D. programs.
- c. **Minority Supplements to Research Grants.** Three biology graduate students from underrepresented minority groups were supported this year through independent research awards or supplements to existing grants from the National Institutes of Health and the National Science Foundation.

Diversity Initiatives for Department of Computer Science

Chair, Yi Pan

1- Community Outreach/Articulations/Collaborations

GSU hosts a chapter of the National Society of Black Engineers (NSBE). The members include students from Computer Science and Math here at GSU. Its mission is "to increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community."

2- Recruiting Practices

We participated in the Career Fair at Spelman College on September 25th this year. Three faculty members (Sunderamman, Beyah, and Bourgeois) attended the fair to meet with prospective applicants from Spelman College. Spelman is a historically Black college for women.

3- Curriculum Development

The Department of Computer Science has recently revised its undergraduate curriculum, which went into effect Fall 2008. The changes include providing students with the opportunity to select 12 credit hours as electives, provided the courses are at the 2000-4000 level. With these electives, students are able to select a greater diversity of courses that suit their interests. Also, by having this flexibility with their course selection, the department may attract a greater number of students that come from more diverse backgrounds.

Diversity Initiatives for English

Dr. Matthew Roudane`

Engl 8892 Major Twentieth Century American Writers: William Faulkner Spring 2009 Tuesdays, 7:15-9:45 pm

This seminar on William Faulkner will offer a unique opportunity to learn from internationally recognized Faulkner scholars each of whom will offer two lecture-classes and will evaluate short essays submitted on-line following the lectures. Students will read five novels, Faulkner's *Essays Speeches and Public Letters* (James B. Meriwether, ed.), selected critical essays, and write four short essays of 5-7 pages. Students enrolling in the course should have some background in Southern lit and have had some prior experience reading Faulkner or confer with Dr. Pearl McHaney before registering. Dr. McHaney will be the initial lecturer and will facilitate the course.

Weeks 1-3 <i>Jan 6, 13, 20</i>	Dr. Pearl McHaney, GSU	Introduction <i>The Sound and the Fury</i>
Weeks 4-5 <i>Jan 27, Feb 3</i>	Reading	
Weeks 6-7 <i>Absalom!</i> <i>Feb 10, 17</i>	Dr. Richard Godden, U Leeds, UK / UC Irvine	<i>Absalom,</i>
Week 8 <i>Feb 24</i>	Writing and Reading	
Weeks 9-10 <i>Mar 10, 17</i>	Dr. Jacques Pothier, U Versailles St. Quentin	<i>The Hamlet</i>
Week 11 <i>Mar 24</i>	Writing and Reading	
Weeks 12-13 <i>March 31, April 7</i>	Dr. François Pitavy, U Burgundy, France	<i>Requiem for a Nun</i>
Week 14 <i>April 14</i>	Writing and Reading	
Weeks 15-16 <i>April 21, 28</i>	Dr. Barbara Ladd, Emory University	<i>A Fable</i>



Dr. Richard Godden, Professor, University of California, Irvine, formerly of University of Keele, UK

William Faulkner: An Economy of Complex Words, Princeton, 2007,
<http://press.princeton.edu/titles/8512.html>

Richard Godden's *William Faulkner: An Economy of Complex Words* is a stunning account of Faulkner's late fiction that combines intense close reading and attention to the history of mid-twentieth-century modernization to reaffirm Faulkner's centrality, not just to Southern literature or to modernist aesthetics, but to the mainstream of American history and culture. (Andrew Hoberek, University of Missouri, Columbia)

In *William Faulkner*, Richard Godden traces how the novelist's late fiction echoes the economic and racial traumas of the South's delayed modernization in the mid-twentieth century. As the New Deal rapidly accelerated the long-term shift from tenant farming to modern agriculture, many African Americans were driven from the land and forced to migrate north. At the same time, white landowners exchanged dependency on black labor for dependency on northern capital. Combining powerful close readings of *The Hamlet*, *Go Down*, *Moses*, and *A Fable* with an examination of southern economic history from the 1930s to the 1950s, Godden shows how the novels' literary complexities--from their narrative structures down to their smallest verbal emphases--reflect and refract the period's economic complexities. By demonstrating the interrelation of literary forms and economic systems, the book describes, in effect, the poetics of an economy.

Original in the way it brings together close reading and historical context, *William Faulkner* offers innovative interpretations of late Faulkner and makes a unique contribution to the understanding of the relation between literature and history. FROM Amazon.com

Dr. Jacques Pothier, Professor University of Versailles, St. Quentin-en-Yvelines, Director of the UVSQ Research laboratory: Center for the Study of the American Souths. His UVSQ website http://www2.uvsq.fr/JPOTHIER/0/fiche__annuaireksup/&RH=1188398034655 includes a pdf of his publications at the bottom of the page. Professor Pothier is author of three books and numerous essays on Faulkner. He is one of the primary translators of Faulkner's work in France. His SSSL bibliography can be read at <http://www.missq.msstate.edu/sssl/view.php?aid=633>

Synthèse d'une oeuvre: Les nouvelles de Flannery O'Connor
Nantes, France: Editions du Temps, 2004.

William Faulkner: essayer de tout dire
Paris, France: Belin, 2003.

Faulkner, The Hamlet and the Snopes Trilogy: Developing and Coping with the Issue of Community
Paris, 1994.

Dr. Francois Pitavy, Professor emeritus University of Burgundy, France

Pitavy is also one of the leading translators of Faulkner for the Gallimard Pléaïde editions. <http://www.u-bourgogne.fr/ITL/pitavyf.htm> . Although he has written much about Light in August, Professor Pitavy selected *Requiem for a Nun*, Faulkner's 1951 novel for his lectures. His SSSL bibliography is found at <http://www.missq.msstate.edu/sssl/view.php?aid=4221>

Le Bruit et la Fureur de William Faulkner, Galliamrd, 2007

Faulkner's Light in August, Indiana, 1973

“Faulkner's Reception in France” (11-21) and “Revision and Translation in William Faulkner's *If I Forget Thee, Jerusalem*” (165-175) in *The Translations of Faulkner in Europe*, ed., Rosella Mamoli Zorzi, University of Venice (Venice, 1998).

“Prohibition in William Faulkner's Sanctuary : Motif and Metaphor,” *Etudes faulkneriennes I, Sanctuary* (Rennes, 1996), 47-52.

Dr. Barbara Ladd, Professor of English, Emory University Dr. Ladd taught a Faulkner at GSU last spring. She is currently working on a book dealing with trans(south)atlantic routes in southern literatures and editing a collection of essays on William Faulkner written chiefly by scholars from the southern regions of the globe.

Resisting History: Gender, Modernity, and Authorship in William Faulkner, Zora Neale Hurston, and Eudora Welty (LSU 2007)

Nationalism and the Color Line in George W. Cable, Mark Twain, and William Faulkner (LSU, 1996).

“Race as Fact and Fiction in Faulkner,” *A Companion to William Faulkner*. Blackwell Companions to Literature and Culture. Ed. Richard C. Moreland (Blackwell, 2007).

“Literary Studies: The Southern United States, 2005,” *PMLA* 120.4 (Oct. 2005): 1628-1639.

“Faulkner, Glissant, and A Creole Poetics of History and the Body in *Absalom, Absalom!* and *A Fable*,” *Faulkner in the 21st Century: Proceedings of the 27th Annual Faulkner and Yoknapatawpha Conference 2000* (Univ. of Mississippi Press, 2003): 31-49.

<http://www.english.emory.edu/people/faculty/ladd.htm>

Diversity Initiatives for Modern and Classical Languages

Chair, Fernando Reati

For the last three years, Dr Peter Swanson has been actively recruiting students to investigate a career as a Foreign Language teacher in addition to his teaching and research duties. During this time, he visited with many secondary and postsecondary students and encouraged them to become language teachers. Part of the success in his recruitment of teachers of color has been done via a strand of his research on Teacher Identity. Using one of the most well-known and respected vocational preference inventories, the Self-Directed Search (Holland, 1994), Dr Swanson has been able to work with potential teachers to show them how their interests are congruent with the educational environment.

During November 2008, he invited a group of Future Educators to Georgia State University to investigate teaching. Students sat in a class, met with professors, associate deans, and students in the program to discuss teaching. Further, students were given a campus tour and met with a representative from Admissions and the Honors Program to discuss enrolling in Georgia State's teacher preparation program.

Diversity Initiatives for Department of Psychology

Chair, David Washburn, Ph.D.

The **Psychology Department Diversity Committee** is one of three standing committees within the department. It includes faculty members appointed by the chair, a graduate student elected by the graduate student body, and an undergraduate student appointed by the department.

The Committee conceptualizes diversity broadly. We support demographic diversity via the representation and advancement of those who are members of historically disenfranchised U.S. populations. We also seek diversity of thought and worldview. We believe that ideas based on a variety of cultures, worldviews, and social identities enhance learning and scholarship. The committee seeks to foster a diverse educational environment based on both of these themes.

Our goals:

1. **Educational and Professional Development:** Educate faculty and students on culture and worldview and their relation to philosophies of knowledge, research methodology, and practice.
2. **Excellence in Scholarship:** Promote scholarship that is cognizant of diversity within psychological theory, research, teaching, and practice.
3. **Social Analysis and Ethics:** Create opportunities for faculty and students to examine the sociocultural implications and impact of their work.
4. **Organization Development:** Facilitate the ongoing improvement of all aspects of departmental operations and policies, for the welfare of faculty, students, and staff.
5. **Equal Access and Opportunity:** Support affirmative action policies and other recruitment and retention initiatives that promote a demographically diverse faculty, staff, and student body.

The **Psychology Clinic Diversity Committee**, is housed within the Psychology Clinic, which serves the Georgia State campus and metro area community.

Following are a sample of the activities engaged in by the department.

1- Community Outreach/Articulations/Collaborations

Many faculty work with community organizations, among them Drs. Sarah Cook, Julia Perilla, Gabriel Kuperminc, Rod Watts, Chris Henrich, Rose Sevcik, Page Anderson, Lisa Armistead, Page Anderson, Kelly Lewis, Leslie Jackson, among others.

2- Recruiting Practices

The Psychology Department Diversity Committee developed the attached form to be used to assist in the recruitment of faculty. Information about diversity is collected from each applicant and this information is summarized and presented to faculty during discussions of recruitment.

- Diversity Committee spoke at new student orientation for incoming doctoral students.
- Diversity Committee hosts open forum for both undergraduate and graduate students of psychology.
- Department supports a “Diversity Award” at the Psychology Undergraduate Research Conference for best research poster.

3- Training Programs

- Safe Zone Training for students and faculty
- Conducting survey of students and faculty for incorporating diversity in clinical supervision. These results have been presented at Psychology Clinic meetings.

4- Curriculum Development

Undergraduate courses related to diversity including:

- African American Psychology
- Cross Cultural Psychology
- Multicultural Issues in Psychology
- Psychology of Women

Drs. Leslie Jackson and Page Anderson received a grant from the American Psychological Association Commission for Recruiting and Retaining Ethnic Minorities in Psychology. This grant supports the vertical supervision model of teaching the undergraduate and graduate diversity courses, with the goal of preparing more faculty and students to teach this course.

Diversity Initiatives for the Department of Sociology

Chair, Dr. Donald Reitzes

I- Recruiting Practices

The Department of Sociology has drafted a strategic plan to increase faculty diversity within our ranks through an improved recruitment process. Beginning with a daylong retreat in August and followed by several meetings during the fall 2008 semester, the department has come to a consensus on the specific benefits of faculty diversity and the detailed strategies needed to achieve a more diverse faculty. We have structured our plan around four specific goals: (1) Better identifying minority applicants in the pipeline; (2) better marketing our department before, during, and after the recruitment season; (3) restructuring the candidate screening process to ensure a consideration of diversity issues; and (4) organizing candidate campus visits to highlight the diversity of GSU and Atlanta. We now have a six-page handbook for future recruitment committees to follow in order to ensure continued commitment to increasing faculty diversity. **The department of Sociology also has Strategies for Increasing Faculty Diversity Recruitment Process handbook available online.**

Diversity Initiatives for Women's Studies Institute

Director, Dr. Susan Talburt

- 1- Layli Phillips is working with the Atlanta Women's Foundation's Faith Feminism & Philanthropy Project, including teaching a 10-week community class on "World Religions and Women's Economic Empowerment: Womanist, Feminist, Sacred, and Secular Perspectives." She co-taught this with Prof. Laurie L. Patton of Emory. It brought out people from multiple religions and featured women activists from multiple faith traditions.
- 2- Professor Layli Phillips is part of the National Advisory Board of Foreverfamily (formerly Aid to Children of Imprisoned Mothers). She serves on the research subcommittee, which involves research related to families or caregiver systems with at least one imprisoned member.
- 3- Professor Layli Phillips co-founded the Liberia Working Group with Deb Richardson, now of the Women's Funding Network, which creates academia-community connections between universities and a number of philanthropic and Liberian community entities.
- 4- WSI Academic Professional Dr. Charlene Ball facilitated a discussion at Charis Books on October 15, 2008, "Look Us In the Eye: the Intersections of Sexism, Disability, and Ageism."
- 5- Dr. Charlene Ball works on the Program Guild of the First Existentialist Congregation. She has taken part in a year-long (November 2007-November 2008) testing of an anti-racism curriculum called Building the World We Dream About, learning about how we can bring antiracism awareness and action to our congregation. I am now helping to plan a series of services based on this curriculum.
- 6- The 2008-2009 Women's Studies Institute Speakers Series, entitled "Protective Custody? Imposing Democracy, Normalizing Subversion," includes the following events:
 - a. Amira Jarmakani, *Imagining Arab Womanhood* (a book conversation), September 17, 2008
 - b. Inderpal Grewal, *Gender, Security, and Culture: Feminist Responses to the War on Terror*, November 6, 2008
 - c. Sylvanna Falcon, *Talking Back to Imperial Power: Navigating the United Nations for Anti-racist Struggles*, Feb 12, 2009
 - d. John Cho, *The Wedding Banquet Revisited: "Contract Marriages" Between Korean Gays and Lesbians*, March 19, 2009
- 7- Assistant Professor Amira Jarmakani developed two new courses, Arab and Islamic Feminisms (2007) and Women, War, and the Middle East (2008)
- 8- Director Susan Talburt developed a new course, Introduction to LGBT Studies (2008)

Diversity Initiatives for Computer Information Systems

J. Mack Robinson College of Business, Dean, Fenwick Huss
Chair, Ephraim R. McLean

The largest business school in the South and part of a major research institution, the J. Mack Robinson College of Business at Georgia State University is located in Atlanta, an epicenter of business and a gateway to the world. With programs on four continents and students from 150 countries, the College is both worldwide and world class. Its part-time MBA program is ranked number five in the nation and has been in the top 10 for 13 consecutive years. The College has 200 faculty, 7,400 students and 65,000 alumni. Noted for an emphasis on educating leaders, the Robinson College and Georgia State have produced more of Georgia's top executives with graduate degrees than any other school in the nation.

We offer a scholarship for women pursuing information technology careers. See press release on page 22. **Georgia State University Announces 2008 Bergeron Scholarship Recipients** *Five Women Awarded Scholarships, Mentorships Based on Academic Merit, Leadership Potential*

September 17, 2008 – (ATLANTA) – Georgia State University's J. Mack Robinson

College of Business today announced this year's recipients of the Bergeron Women in Technology Leadership Scholarship. The 2008 recipients are Jessica Wrenn, senior; Melissa Lamoureux, senior; Kia Rainey, senior; Tamara Roper, junior; and Catherine Mickle, sophomore.

"We recognize the value of fostering women in technology to enhance the diversity of the industry's leadership," said Sandra Bergeron, chairman of the mentorship committee. Congratulations to our winners who will bring a wealth of talent and possibility to our field."

The scholarship-mentorship program provides for a paid tuition award and a one-on-one mentorship relationship between each recipient and an individual leader from the technology industry. The program is funded through a \$1 million endowment made by Sandra and Doug Bergeron to the university's J. Mack Robinson College of Business.

"The Bergeron Scholarship recognizes significant academic achievement and creates a unique opportunity for the winners," said H. Fenwick Huss, Dean of the J. Mack Robinson College of Business. "We are grateful to Sandra and Doug Bergeron for their foresight in establishing the funds that make the award possible."

Sandra Bergeron, a graduate of Georgia State University, is one of the most highly regarded female technology leaders in Silicon Valley. Mrs. Bergeron currently serves as chairman of the board of TraceSecurity Inc.; serves as a director of ArcSight Inc., Qualys Inc. and TriCipher Inc.; and is a Venture Advisor to Trident Capital. Mrs. Bergeron's national reputation as a computer security thought leader has earned her several distinctions. She has testified before Congress on how government and private industry can better prepare for virus attacks and has served on the Silicon Valley Blue Ribbon Task Force on Aviation Security and Technology. Douglas Bergeron is the CEO and primary individual shareholder of VeriFone Holdings Inc. (NYSE: PAY). Mr. Bergeron also is a member of the Listed Company Advisory Committee of NYSE Euronext.

VeriFone, based in San Jose, California, is the world's largest provider of electronic payments systems and employs more than 300 high-technology professionals in Georgia.



Robinson College has one of the most highly ranked [Computer Information Systems](#) programs in the world. Pictured are the five CIS students who received 2008 Bergeron Women in Technology Leadership Scholarships.

Back (L to R): Tamara Roper, Kia Rainey, Melissa Lamoureux; Front (L to R): Jessica Wrenn, Catherine Mickle

Diversity Initiatives for the College of Education

Dean, Randy Kamphaus

I- Community Outreach/Articulations/Collaborations

The College of Education started the **Professional Development Schools program**, which is currently in 20 schools in the metro Atlanta area. Entering its fifth year, the program, also known as Professional Development School Partnerships Deliver Success (PDS²), places Georgia State faculty members and pre-service teachers in high-need schools to help increase student achievement, meet strategic school goals and recruit and retain high-quality teachers. Another component of the PDS program is the establishment of cross-career learning communities that allow teachers to mentor and support one another. The PDS program has increased teacher retention rates by 20 percent in some schools. It's also been a win-win for Georgia State faculty members, who have been able to conduct research in the schools, as well as Georgia State students who have gained valuable experience through their internships. The school districts that the college partners with on this project include Atlanta Public, Fulton, DeKalb, Gwinnett and Clayton Counties.

Now in its fifth year, the **Advanced Academy for Future Teachers** is a three-week, math and science-based program for rising high school juniors and seniors from Atlanta Public Schools and other metro systems. The academy, hosted by the College of Education, is intended to attract talented high school students to the teaching profession and provide them with professional and academic preparation. Academy students focus on teaching pedagogy, math and science content as well as communication and interpersonal skills. During the program, students collaborate with Georgia State faculty, attend educational workshops and participate in other personal and professional development activities.

The Alonzo A. Crim Center for Urban Educational Excellence's **Dreams Programs - The Jegna Brotherhood and the Ananse-Aya Sisterhood** - are designed specifically for inner-city males and females enrolled in Atlanta Public and Fulton County Schools, and are designed to increase interpersonal cooperation, leadership skills, positive identity development, and social skills. Students who have participated have been shown to be more academically self-efficacious and have scored higher on the SAT and other standardized tests in comparison to other male students in the Atlanta Public School System.

The goal of the **Urban Literacy Clinic (ULC)** at Georgia State University is to prepare teachers to strengthen the literacy lives of children by applying what they learn about reading and writing in class to individual and small group literacy lessons for students in the Atlanta community. During the 2007-2008 year, the clinic provided literacy services for 504 children in the Atlanta community and prepared 245 teachers in literacy instruction in the following five graduate and undergraduate teacher certification programs: Reading Specialist, English Education, Middle Grades Education, Early Childhood Education, and Special Education. The Urban Literacy Clinic also collaborates with The Study Hall (non-profit, after-school program) in the Peoplestown Community in Atlanta, providing literacy tutoring lessons for children and literacy workshops for teachers and staff. During the 2007-2008 year, the director and GRA provided 2 such workshops for teachers. The ULC also partners with the After School All-Stars program (directed by Dr. Walt Thompson, GEORGIA STATE) and the Metro-Atlanta Boys and Girls Clubs to provide literacy tutoring for children.

After-School All-Starts Atlanta provides after school programming to over 1,500 middle school children every day. This comprehensive program offers inner city children in seven middle schools in Atlanta the opportunity for independent learning in the form of homework assistance, mentoring, tutoring and organized physical activity. The program targets those communities that would otherwise be left void of any organized after school activities. They offer a safe place for parents to send their children to interact with positive role models. The targeted schools are in the traditionally most neglected parts of Atlanta where over 90 percent of the children qualify for free or reduced lunch.

The College of Education has partnered with the Atlanta Housing Authority (AHA) to facilitate the **Good Neighbor Program** since 2004. The Good Neighbor Program is designed to instruct tenants on how to be a good neighbor in return for a voucher that can be used to move out of areas of concentrated poverty. The tenants participate in training sessions, facilitated by the Alonzo Crim Center for Urban Educational Excellence, which focus on crime prevention, continuing education, parenting, preparing for economic self-sufficiency, adjusting to a new community, conflict resolution skills, and substance abuse. During the year of 2007, 1883 tenants have been served followed by the current service of 1229 tenants during the year of 2008. The housing communities served include: Bankhead Courts (335), Bowen Homes (508), Thomasville Heights (333) and Martin Luther King, Jr. Towers (112). Two of the housing complexes, Antoine Graves/Graves Annex (237) and MLKing Towers (112) served senior citizens. Five Georgia State graduate students conduct research and teach the modules of the GNP program.

2- Recruiting Practices

The Department of Counseling & Psychological Services in the College of Education developed a strategic plan for the recruitment and retention of faculty and students from underrepresented groups.

3- Cultural Programming

Each year, the College of Education and Alonzo A. Crim Center for Urban Educational Excellence, co-sponsor the **Benjamin E. Mays Lecture Series**. The event began in 1989 to encourage the discussion of issues facing urban educational leaders. It not only honors the memory of Mays, an Atlanta educator, but also promotes his philosophy of excellence in the education of those typically least served by society.

The Alonzo A. Crim Center for Urban Educational Excellence provides support to the **Georgia State University Chapter of National Society of Black Engineers**. The chapter was founded in 2006 and its current 40 members join more than 24,000 members across the United States. NSBE is comprised of more than 270 chapters on college and university campuses, 75 Alumni Extension chapters nationwide and 75 Pre-College chapters. These chapters are geographically divided into six regions. The Georgia State University Chapter of NSBE's mission is to "increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community."

For the past two years, the College of Education, along with the Office of International Affairs at Georgia State and the Southern Center, co-host **Metro Atlanta Academic World Quest**, the regional competition about international knowledge among high school students. Winners from this competition participate in the national competition in Washington D.C. each year as well.

The College of Education hosted the **13th annual Model United Nations Conference** in 2008, an event that allows high school students to step into the shoes of UN delegates and experience the inner workings of the world's most influential body. Joseph Feinberg, associate professor of middle-secondary education, is the Model UN faculty advisor. High school students from across the state, as well as their teachers and advisors, participated in the two-day conference. Each school will represent one or more delegation from the UN and is assigned to a committee to debate aspects of a selected them for the conference. As "delegates," high school students make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts and navigate the Model UN conference rules of procedures. Prior to conference, the high school students researched topics their committees will address and studied the policy and needs of their representative countries. The Model UN helps extend what high school students learn in the classroom through a hands-on experience and gives them the opportunity to see international issues from outside the American perspective.

Mission Mentor is a student organization housed in the Alonzo A. Crim Center for Urban Educational Excellence, with 20 trained undergraduate students who mentor one-to-three students in several Atlanta Public Schools, focusing on student success and empowerment. The students scaffold essential life skills necessary for the students to prosper in today's society. Approximately 90 APS students are positively impacted by this program.

Facilitated by the Alonzo A. Crim Center for Urban Educational Excellence, **Tighter Grip** and **Softer Touch** are student-led organizations that recruit, retain and help develop African-American students enrolled at Georgia State University, focusing on graduation from college and engagement in positive service activities within the metro-Atlanta area. There are approximately 25 members in each of the organizations.

4- Curriculum Development

The Department of Counseling and Psychological Services in the College of Education continued a joint collaborative project with the counselors in Garankuwa and a project on "Health behaviors of South African adolescents" with the Department of Child and Adolescent Psychiatry at the University of Cape Town in South Africa.

The Urban Education Freshman Learning Community, facilitated by the Alonzo A. Crim Center for Urban Educational Excellence, is designed for college students who are interested in exploring urban education through a combination of hands-on experience, group discussion, and educational activities. Students reflect on issues specific to urban education in order to come up with strategies to help urban children overcome some of the obstacles that may impede their development. The members of the Urban Education Freshman Learning Community are introduced to several service-learning opportunities. Each student dedicates ten hours per week towards a service-learning project in an urban classroom.

The Urban Teacher Leadership Masters' Degree Program is a cohort program that creates a cadre of teachers who will affect change in classrooms, schools, school districts, communities and the national conversation about urban education. The UTL program is directed through the Alonzo A. Crim Center for Urban Educational Excellence. It is the only masters' degree program that integrates the three units of the College of Education's Educational Policy Studies Department - social and cultural foundations, educational research, and educational leadership within the frame of urban education.

Diversity Initiatives for Counseling and Psychological Services

Chair, Dr. Joanna White

Strategic Plan for the Recruitment and Retention of
Faculty and Students from Underrepresented Groups
(Approved by the faculty on February 15, 2002)

Diversity Committee:
Julie R. Ancis (Co-Chair), Y. Barry Chung (Co-Chair),
and Joseph Hill

This strategic plan addresses the five recommendations (approved on November 21, 2000) by the Professional Education Faculty regarding the recruitment and retention of a diverse faculty and student body.

General Statement

1. The CPS Department is committed to the recruitment and retention of faculty and students from underrepresented groups.
2. All departmental missions, goals, and strategic plans should be responsive to the needs of faculty and students of underrepresented groups.
3. Annual or periodical assessments (e.g., through focus groups, surveys, faculty annual reviews) should be conducted to evaluate faculty, staff, students, and alumni's perceptions of the department's cultural climate and environment, to identify underrepresented groups, and to evaluate the success of recruitment and retention efforts. Improvements will be made based on such assessment results.

Recruitment of Underrepresented Faculty

4. All faculty position announcements should include the statement, "Persons from underrepresented groups (e.g., women, ethnic minorities, persons with disability) are encouraged to apply."
5. Faculty position announcements may be sent to mailing lists of minority members of relevant professional organizations (e.g., the *Minority and Women Doctoral Directory*, American Psychological Association, and American Counseling Association). Enclose information on professional and community resources relevant to underrepresented groups in the Atlanta area.
6. Current faculty members are encouraged to actively recruit underrepresented faculty through professional network, conferences, and other opportunities.
7. When recruiting faculty members, an effort will be made to diversify the faculty.

Retention of Underrepresented Faculty

8. Based on the composition of current faculty, special attention should be given to the retention of underrepresented groups.
9. The implementation of the Department's Strategic Plan for the Mentoring of Faculty Members is vital to the retention of faculty members in general, and underrepresented faculty members in particular.
10. Faculty of underrepresented groups may be connected with other faculty members within and outside of the Department so that mentoring relationships and support may be established. One mentoring source is the Women's Mentorship Program sponsored by the Provost's Office.
11. Consistent with the Department's faculty mentoring strategic plan for all non-tenured faculty members, and considering the fact that underrepresented faculty members are often asked to serve on various committees, an effort will be made to protect these faculty members from over-involvement in service roles.
12. Based on the needs and potentials of individual faculty members and departmental resources, the department may provide research funds and/or course release to tenure-track faculty members from underrepresented groups as well as other tenure-track faculty members, so that they may further their research programs and scholarly work.
13. Faculty of underrepresented groups are encouraged to attend professional conferences and to participate in national task forces that are facilitative of their scholarly work.
14. The Department Chair, Promotion and Tenure Committee, and tenured faculty members should provide feedback and advice to underrepresented and other non-tenured faculty on a regular basis, in order to ensure their proper preparation for tenure review.

Recruitment of Underrepresented Students

15. The Department should consult academic programs that have been recognized by professional organizations for their recruitment and retention of underrepresented groups (e.g., American Psychological Association, American Counseling Association, and National Association of School Psychologists).
16. Send recruitment flyers to academic programs in the country, especially historically Black colleges and universities. Advertise our programs in newspapers and professional publications, encouraging underrepresented students to apply.
17. Faculty and staff are encouraged to recruit students from underrepresented groups (e.g., through career fairs, conferences, recruitment presentations at local and regional colleges).

18. Secure funding to provide scholarships and financial aid to students, encouraging underrepresented students to apply.

Retention of Underrepresented Students

19. Provide students with information on professional and community resources relevant to underrepresented students, such as student organizations on campus, ethnic communities, and lesbian and gay organizations.
20. Encourage the establishment of support groups or student organizations in the Department for diversity and/or underrepresented students.
21. Encourage all students to join relevant professional groups (e.g., American Psychological Association, American Counseling Association, Asian American Psychological Association, Association for Multicultural Counseling and Development).
22. All courses should address multicultural issues in their curricula.
23. Considering the fact that underrepresented students often have unique learning styles and needs that may be ignored, instructors are encouraged to be responsive and sensitive to these students' special learning styles and needs.
24. Conduct seminars on faculty-student relations and faculty sensitivity to multicultural issues.

Approved by the CPS Faculty, February, 2002

Diversity Initiatives for College of Health and Human Sciences

Dean, Susan Kelley

The College of Health and Human Sciences offers multiple sections of “Communication and Cultural Diversity” (HHS3000) each semester. Undergraduates in the College are required to successfully complete the course, and students from other colleges are welcome to enroll. Since the inception of the course in 1998, several thousand Georgia State students have had their horizons expanded through their participation in this course. In FY 2008, the College of Health and Human Sciences offered 17 sections of HHS 3000 enrolling 651 students. The majority of enrolled students were from the College; however, as in years past there was significant interest in the course from students outside of the College with 126 non-majors enrolling in the course.

The purpose of HHS 3000 is to increase awareness and understanding of cultural diversity and its impact on communication. Topics related to cultural diversity are explored from national and international perspectives. Goals for the course include:

1. Promoting an understanding of culture and its various elements.
2. Promoting cultural competency and its value for communication in a 21st century global context.
3. Identifying barriers to effective intercultural communication and approaches to overcoming those barriers.
4. Promoting an understanding of how human diversity influences ways in which individuals, groups, and the larger society interface with health and human service delivery systems.

Course Text: Jandt, Fred E. (2007). *An Introduction to Intercultural Communications: Identities in a Global Community* (5th ed.). Sage Publications: Thousand Oaks, CA.

Contacts for course:

Christine Rosenbloom, PhD
Associate Dean for Academics and Professor
College of Health and Human Sciences
(404) 413-1100

Rodney Lyn, PhD
Academic Professional and HHS 3000 Coordinator
Institute of Public Health
College of Health and Human Sciences
(404) 413-1133

Diversity Initiatives for University Library (Formerly Pullen Library)

Dean, Charlene Hurt

1. In 2008, librarians held two library training sessions for the Posse Foundation, which forms multicultural teams for an intensive eight-month Pre-Collegiate Training Program.
2. In 2008, Librarians held two training sessions for students in the Ronald F. McNair Post Baccalaureate Achievement Program, whose goal is to increase the attainment of the PhD by students from segments of society that are underrepresented.
3. In 2008, the Library gave students in Project GRAD (which helps disadvantage youth graduate high school and get into college) and Upward Bound (which helps students prepare for college) access to computers for the summer.
4. In 2008, the Library held four library sessions for students in the Bridges to success program, created to assist African American students who are experiencing academic difficulties.
5. In 2008, the Library screened *The Black Sorority Project – The Exodus* in recognition of African-American History Month and Women’s History Month.
6. In 2008, the Library presented a panel discussion and mounted an exhibition, *Birth Rhetoric*, which treated issues in women’s health and welfare.
7. In 2008, the Library collected archival documentation concerning The Atlanta Project, the university's Intercultural Relations office (Student Life & Leadership), and student involvement in multicultural issues.

Diversity Initiatives for the Small Business Development Center

Director, Bernie Meineke

Georgia State University has hosted the Small Business Development Center (SBDC) since 1979. The GSU SBDC is one of 17 area offices comprising the Georgia SBDC Network, and its primary area includes Atlanta and Fulton County. Services include free, confidential consulting and a range of entrepreneurial training programs.

In a typical year, the GSU SBDC provides consulting services to approximately 400 clients. Reflecting the diversity of the GSU SBDC service area, 77% of clients served in 2008 are minorities and 50% are women.

In response to the needs of clients, the GSU SBDC has gained considerable experience in certifications for minority and woman owned businesses and in government and private sector procurement opportunities for both groups. Working with the Georgia District Office of the U.S. Small Business Administration, the GSU SBDC presents quarterly programs to assist eligible disadvantaged business in completing certification for the 8(a) Business Development Program.

The GSU SBDC presents a number of special programs, including the nationally recognized FastTrac® GrowthVenture™ entrepreneur training program. This program includes 40 hours of instruction and targets established and growing small businesses with revenues between \$200,000 and \$10 million.

In 2001, the Wachovia® Foundation provided initial funding to the Georgia State University SBDC to deliver FastTrac® GrowthVenture™ training programs. Terms of the grant included an emphasis on the recruitment of minority-owned and woman-owned businesses. To achieve the diversity goals, relationships were established with the Georgia Minority Supplier Development Council, Georgia Women's Business Council, and Georgia Hispanic Chamber of Commerce to identify small businesses in need of assistance.

The objective of this training initiative is to help diverse businesses build the management capacity to become reliable suppliers for government and private sector entities, and the results have been impressive. The GSU SBDC has delivered a total of twelve separate FastTrac® classes between 2002 and 2008 serving 310 owners and senior managers of growing businesses. Approximately 68% of graduates are minorities and 55% are women.

GSU FastTrac® programs have been accepted as a valuable tool in the supplier diversity and supplier development efforts of Atlanta's major corporations. Sponsors include Georgia Power, The Home Depot, AT&T, The Coca-Cola Company, and other corporations with a commitment to supplier diversity. These sponsors help cover program expenses and provide scholarships for deserving companies who are current or potential suppliers.

To help meet the ongoing needs of these supplier diversity organizations and certified Minority Business Enterprises (MBEs), the GSU SBDC is an active member of the Georgia Minority Supplier Development Council.

Diversity Initiatives for Study Abroad Programs

Associate Provost, John H. Hicks

Study Abroad Programs: *Broadening Horizons Initiative*

1. In 2007, the Office of International Affairs, Study Abroad Programs at Georgia State University began the *Broadening Horizons Initiative* to increase the number of students of color studying abroad. Given the richly diverse student body at Georgia State, the staff wanted to ensure that the students studying abroad more closely mirror the broad mosaic of students that are currently studying at this University.
2. A simple student survey was originally conducted to provide initial feedback and the initiative began to grow from there. Programmatic components of the initiative include a Minority Student Panel in the fall, a Meet & Greet in the spring, and an ongoing Minority Mentor Program.
3. *Broadening Horizons Minority Student Panel*: This panel takes place in the Speaker's Auditorium each fall and is open to all students, staff, faculty and the public. During the discussion, a panel of returned study abroad students talk about their experiences preparing to study abroad and traveling abroad. Some of the topics addressed by the panel include initial hesitations about studying abroad, financial concerns, major-related issues, lack of family support, and uncertainty about how minority students may be perceived in other parts of the world. A key note speaker (either a faculty member or a Georgia State alumnus who has traveled abroad) discuss the importance of studying abroad.
4. *Broadening Horizons Meet & Greet*: During the spring, minority students interested in study abroad are invited for an informal gathering to hang out, meet new friends, and discuss study abroad. There is an informal panel of returned study abroad students to speak about their experiences and answer questions. This provides a more relaxed forum for students to ask questions and concerns about traveling to other countries.
5. *Broadening Horizons Minority Mentor Program*: The purpose of the Mentor Program is to allow minority students the ability to talk with and get feedback from other minority students on an ongoing basis about traveling abroad. This provides mentees a great opportunity to ask questions of other students who have already traveled abroad, and it provides mentors the opportunity to continue to share their experiences from abroad.
6. Georgia State is one of only a few universities in the southeast to address this issue in study abroad, and therefore the staff has presented at several international education conferences in the southeast to help educate other study abroad offices on this topic.
7. In collaboration with the OIA staff, the staff has recently worked on an article called "Towards Global Citizenship: Low Minority Student Participation and Strategies for Success". This article will be published in *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship* in April 2008.

Report on Diversity Coverage at Georgia State University

Melissa Trussell
Graduate Research Assistant
Georgia State University
Dr. Robert Moore
November 30, 2008

Report on Diversity Coverage at Georgia State University

Objective

My task was to prepare a background report on faculty resources available for a potential GSU certificate program in Diversity Leadership and/or Management.

Method

First, I emailed each department chair at GSU asking for two lists: 1) faculty teaching courses with significant diversity coverage (including names and descriptions of the courses) and 2) faculty whose research concentrates on some aspect of diversity. I asked each chair to respond within two weeks of receiving the email. To maintain a manageable project flow, I sent these emails to small groups of chairs at a time over a period of approximately one month. I called, visited, and/or re-emailed chairs who did not respond to my original request, until I was given either the lists I needed or another contact useful in obtaining the lists. Finally, I followed up by email or phone with faculty or others, as needed, to gather short descriptions of diversity coverage in courses or research. Given a list of courses, I contacted everyone who has taught that course in the past two years. I compiled the lists I gathered using Microsoft Excel.

Results

Before the end of my data collection, I heard from someone in each department acknowledging receipt of my request. Only three departments – Communication, Middle-Secondary Education and Instructional Technology, and Physics and Astronomy – failed to respond either by providing the appropriate lists or by indicating their departments contain no faculty working on diversity.

Included in this report are four tables. The first table is the compiled list of all faculty from whom I received information about research or instruction in diversity topics. The next two tables contain faculty who are on lists supplied by their chairs but who did not respond to my request for synopses of their diversity-related courses or research, respectively. Finally, I have included a list of names, email addresses, and phone numbers of each of the faculty in the first table.

Of particular interest, the Anthropology chair reported that her department currently offers to all GSU students a graduate-level certificate in diversity management. I have been unable to verify this information online.

Conclusion

Georgia State has a considerable foundation on which to build a Diversity Leadership and/or Management certificate. Should this committee decide to pursue such a certificate, the attached tables and contact list may serve as a useful resource or starting point.

Department	Courses			Research	
	Instructor	Number	Title	Professor	Comments
African American Studies	All			All	e.g. African-American politics (Jones); Black family life (Akinyela); culture and education (Gayles); and African women (Presley)
Anthropology*	All Cultural Anthropology Courses			Kathryn Kozaitis	diversity & multiculturalism in american mainstream
				Cassandra White	race, class, gender
Applied Linguistics and English as a Second Language	Eric Friginal	AL 8470	Sociolinguistics (The linguistic marking of speaker characteristics (age, social class, education, occupation) and role relations; The linguistic choices affected by varying purposes, topics, and settings; English 'rules of speaking' and conversational styles in multilingual settings; Linguistic aspects of politeness across cultures; Cross-cultural interaction (crosstalk); Register variation; Sociology of language issues including Language and education, literacy, Standardization of language, Multilingualism and language planning)	Eric Friginal	corpus-based research on professional, cross-cultural interaction considers culture and first language background of speakers and their various implications
			English for Specific Purposes (same diversity topics as Sociolinguistics)	Stephanie Lindemann	focus on the native speaker in native–non-native interaction. recent work has concentrated on native speaker language ideologies and folk beliefs about non-native English, specifically, how native US English speakers identify non-native varieties, both in terms of the features they associate with the varieties and in terms of what they perceive the varieties themselves to be

		All		Gayle Nelson	the effectiveness of particular teaching techniques in various contexts; the role of sociocultural factors on language teaching and learning; issues related to second language writing; and cross-cultural pragmatics
Art and Design	Cathy Byrd	ART 4900	Critical Issues in Contemporary Art (sex, race, and identity; readings, discussions, site visits to exhibitions; personal demography)		
Art History	Kimberly Cleveland	AH 1850	Survey of Art III (Art of Africa, Oceania, and the Americas)	Kimberly Cleveland	modern and contemporary Afro-Brazilian artists
		Various	African art history courses		
Chemistry	Laura Kibler-Herzog	CHEM 8960	Practicum in Chemistry: Laboratory Supervision (diversity in conjunction with "Dealing with Sensitive Topics", "Student Development", and/or "Troublesome Behaviors in the Classroom")		
Counseling & Psychological Services	Julie R. Ancis	CPS 8340	Advanced Multicultural Counseling Strategies and Interventions (how client's cultural, historical, and sociopolitical context may inform accurate assessment, interpretation, and treatment interventions)	Catherine Chang	multicultural counseling and supervision; racial/ethnic identity development, privilege and oppression issues, and multicultural counseling competence
		CPS 7340	Social/Cultural Issues in Counseling (effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist)	Barbara Gormley	prejudiced attitudes (ethnocentrism, racism, sexism, homophobia, etc.) and their relationships to personality characteristics
	Catherine P. Cadenhead	CPS 7340	Social/Cultural Issues in Counseling (effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist)		

	Yiu-Man B. Chung	CPS 7340	Social/Cultural Issues in Counseling (effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist)		
	Lea R. Flowers	CPS 7340	Social/Cultural Issues in Counseling (effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist)		
	Barbara Gormley		Special Topics: Psychology of Women (integrates multicultural and feminist perspectives; to mentor women of color and other marginalized women so that they could learn the skills they need to present at national conferences and develop research agenda)		
	Caroline H. Leavitt	CPS 7340	Social/Cultural Issues in Counseling (effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist)		
	Jonathan J. Orr	CPS 7340	Social/Cultural Issues in Counseling (effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist)		
	Kristen Varjas	CPS 8760	Topical Seminar: Designing Culture Specific Interventions (range of culturally diverse populations with which applied psychologists will be working in school- and community-based settings)		
Criminal Justice	Brenda Blackwell	CRJU 4010	Gender in Criminal Justice	Brenda Blackwell	Gender and Crime
	Scott Dunbar	HHS 3000	Communication and Cultural Diversity	Sue Carter Collins	sexual harassment in law enforcement; touches on diversity issues from legal and criminological perspectives.

	Ranee McEntire	HHS 3001	Communication and Cultural Diversity	Dean Dabney	editor of journal titled International Criminal Justice Review, published by GSU Criminal Justice Department. Most of the articles address issues of diversity
	Lisa Muftic	CRJU 4040	Comparative Criminal Justice (analysis of the criminal justice systems, police, courts, and corrections in selected eastern and western nations)	Robbie Friedman	leads the Georgia International Law Enforcement Exchange. Its mission is to enhance law enforcement executive development and international cooperation for the provision of better law enforcement services and public safety through the protection of civil rights. GILEE's goal is to provide peer-to-peer professional training through the introduction of best practices in order to enhance agency capabilities to deal with threats to public safety.
				Lisa Muftic	cultural research on crimes in different countries; recent research focuses on the way that Bosnian police officers define domestic violence

Early Childhood Education	Donna Bennett	ECE 3255	Cultural Foundations in Early Childhood (how culture and identity impact teaching and learning, providing an effective learning environment for students who are coping with the issues associated with immigration while acquiring English as an additional language, context (social, cultural, and historical) in intercultural interactions and the cultural, ethnic, and linguistic diversity of children)	Tonia Durden	Part of the Ed.S teaching team in which one of programmatic goals is to help students explore their multiple identities and those of their students; engaged in research and scholarship focused on conceptualizing urban education, exploring schools of excellence and African centered pedagogy, and examining culturally relevant pedagogy and community alliances in popular comprehensive school reforms; dissertation topic focuses on investigating how pre-services reflect when learning about teaching culturally and linguistically diverse student populations; also am a part of a non-profit organization whose mission is the support the healthy identity development of adopted teenagers.
	Julie Dangel	ECE 9360	Curriculum in Early Childhood Education (current issues and historical perspectives in ECE and their implications for research and teaching)	Lynn Hart	A faculty member in ECE (Shonda Lemons-Smith) is conducting research on the development of culturally relevant pedagogical practices in mathematics education in the students and a faculty member (Lynn Hart) in the Collaborative Master's Program
	Caitlin Dooley	ECE 3601	Reading and Language Arts in Early Childhood Education I (guiding young children to read and write in ways that are meaningful to them and to society)	Teri Holbrook	issues of disability

		ECE 3602	Reading and Language Arts in Early Childhood Education (includes all of the language arts applied across the curriculum)	Shonda Lemons-Smith	(1) Documenting the development of culturally relevant pedagogical practices in mathematics. One study involves in-service teachers and a faculty member (Lynn Hart) in the Collaborative Master's Program. A parallel study is also being conducted with teachers of three and four year-olds at a metro Atlanta preschool. (2) examining pre-service teachers' views about mathematics teaching and learning as it relates to students of color and students living in poverty. Study seeks to determine what connection exists between their views and instructional practices. Participants are students in the UACM Program. (3) examining mentor teachers' views about teaching and learning as it relates to students of color and students living in poverty. Study seeks to determine what connection exists between their views and mentoring practices. Participants are mentors in the UACM Program.
	Tonia Durden	ECE 3255	Cultural Foundations in Early Childhood (skills and information needed to provide an effective learning environment for culturally and linguistically diverse student populations; diversity issues related to culture, language, sexual orientation, ethnicity, religion, gender, exceptionality and socio-economics)	Rhina Fernandes Williams	empowering teachers to teach children from diverse backgrounds, examining the concepts of race and culture as they relate to teaching and learning, the schooling of biracial children
	Lynn Hart	ECE 7410	Critical Issues in The Early Childhood Classroom I (role of community and democratic pedagogy in the university classroom and in the elementary classroom, with particular attention on how these constructs impact practice)		

	Teri Holbrook	ECE 3602	Reading and Language Arts in Early Childhood Education, Grades 4-5 (guide and encourage students in own growth as a reader/writer and teacher of diverse learners)	
	Olga Jarrett	ECE 6395	Child Growth and Development in Urban Education (effects of gender, race/ethnicity, socio-economic status, culture, and learner exceptionalities on development; implications for facilitating the learning and social/emotional development of children in urban classrooms)	
	Lynne Jordan	ECE 3601	Reading/Language Arts (communication skills that children will need to succeed throughout their lives)	
	Katie Kurumada	ECE 6385	Reading and Language Arts Curriculum (emergent, beginning, and fluent literacy learners and what kinds of teaching practices support growth for each child; how children's literature can model literacy as well as support the diverse community within the classroom)	
	Shonda Lemons-Smith	ECE 6390	Mathematics Curriculum I (children as learners of mathematics)	
	Ramona Matthews	ECE 7420	Critical Issues in the Early Childhood Classroom II (critical issues in the early childhood classroom, particularly with regard to how these issues impact practice. Issues include diversity, classroom management, technology, leadership, and assessment)	
	Nancy Schafer	ECE 6375	Critical Issues in Urban Education I (developing lessons that are interesting and attainable for a diverse student population (including gender, culture and ethnic backgrounds and physical and learning disabilities))	

		ECE 6376	Critical Issues in Urban Education II (parent-teacher communication, community resources, testing, reflective teaching and classroom management and their application to classroom practice; current issues relevant to urban education)	
	Vera Stenhouse	ECE 6365	Culture, Community, and Schools (the teacher as a reflective practitioner, in conjunction with curriculum content-based strategies for affirming children's diverse backgrounds, abilities, and experiences, through exploring concepts in culturally responsive pedagogy)	
	Diane Truscott	ECE 9850	Diversity and Literacy: Language, Culture, and Class (diversity issues impacting the teaching and learning of literacy for young children. Initial topics include literacy learning, cultural and linguistic diversity, and understanding the effects of poverty on literacy development)	
	Brian & Rhina Williams	ECE 6360	Culturally Responsive Pedagogy (sociopolitical factors as well as structural and cultural factors that influence the school achievement of students who come from diverse backgrounds)	
	Rhina Williams	ECE 3031	Diversity in Early Childhood Education (role of culture in child development and learning; strategies for understanding and affirming the cultural, ethnic, and linguistic diversity of young children, including the child with exceptionalities, through responsive teaching techniques and materials)	

		ECE 8100	Accomplished Teaching (empowering students to teach for social change to a more equitable society. Issues of diversity, including race, social class, language, intelligence, learning styles, etc. will be explored to deepen students understanding of diversity so that they may be agents of change.)		
		ECE 8200	Critical Pedagogy in Practice (participants explore their identities as teachers, their potential to become transformative educators and the possibility of creating authentic, learner centered classrooms that model a just society)		
Economics	James Cox	ECON 9340 and ECON 9940	Experimental Economics and Workshop in Experimental Economics (experiments on gender differences in behavior)	Paul Ferraro	Gender differences in contribution to public goods; group diversity affecting individual behavior; patience of children by race and gender; retirement plan participation among women by race
	Paul Ferraro	ECON 4220	Environmental Economics and Policy (environmental justice - disproportionate exposure to pollution by minority/poor)	Barry Hirsch	Gender, race, ethnicity as determinants in wage differentials
	Barry Hirsch	ECON 4960	Economics of Work and Pay (gender, age, ethnic differences in earnings)	James Marton	Race and differences in health insurance decisions, race and differences in response to public health insurance policy changes
		ECON 9230	Topics in Advanced Labor Economics (gender, age, ethnic differences in earnings)	Ragan Petrie	Gender and race issues (e.g. discrimination in group formation, stereotypes, discrimination and differences in development and land economics)
	Paul Kagundu	ECON 4999	Senior Capstone Course (racial inequality, residential segregation, urban demand for labor, employees perception of different neighborhoods in major metro labor markets)	Inas Rashad	Race, gender in health insurance; gender and obesity; gender and physical activity; height discrimination in labor market; age, gender and suicidal behavior

	Bruce Kaufman	ECON 8220	Human Resources and Labor Markets (theories of discrimination, gender and race differences in earnings and unemployment, race and gender differences in educational and occupational attainment)	Bruce Seaman	Sexual orientation and the demand for the arts
	James Marton	ECON 4210	Health Economics (diversity in incidence of disease, diversity among medical care providers)	Erdal Tekin	labor market behavior of women
	Ragan Petrie	ECON 8120	Optimization and Partial Equilibrium Analysis (gender and race differences in altruism and bargaining preferences)	Mary Beth Walker	Black/white disparities in birth outcomes (e.g. birth weight, preterm birth)
		ECON 8600	Economics of Development (gender differences in bargaining, externalities and social interactions)		
	Inas Rashad	ECON 4210	Health Economics (race, gender, and age in health insurance and life expectancy)		
		ECON 4350	Economics of Poverty and Public Policy (race, gender, and poverty)		
		ECON 4999	Senior Capstone Course (race and global economics; race and pollution exposure; gender and labor economics; race, gender and health insurance; gender and risk response)		
	Bruce Seaman	ECON 3050	The Economics of Art, Entertainment, and Culture (gender and race differences in income in cultural and sports sectors; inclusion of racial, ethnic, sexual minorities in being a "creative city")		
	Erdal Tekin	ECON 4350	Economics of Poverty and Public Policy (race, gender relating to poverty and discrimination in labor and education)		
		ECON 8100	Applied Microeconomic Analysis (gender, race, sexual orientation discrimination in labor markets)		
Educational Policy Studies	all epsf courses, Richard Lakes, Coordinator				

Educational Psychology and Special Education	Miles Irving	EDUC 2120	Exploring Socio-cultural Perspectives on Diversity in Educational Contexts (the nature and function of culture; the development of individual and group cultural identity; definitions and implications of diversity; and the influences of culture on learning, development, and pedagogy)	Miles Irving	how human experience and culture influences cognition; currently investigates self-efficacy, sources of self-efficacy, and the development of cultural identification
		EPY 8240	Development of Racial, Ethnic, and Cultural Identity (components of ethnicity and how cultural identification influences behavior)		
English	Brennan Collins	ENGL 3890	Contemporary American Ethnic Literatures (literary works by writers from the United States of diverse backgrounds)	Christine Gallant	Caribbean slave revolts and slave trade of 18th - early 19th centuries. Writing book: "Slave Revolts in British Romantic Literature"
	Christine Gallant	ENGL 3600, ENGL 8500, ENGL 3605, ENGL 8510	Graduate and undergraduate Early British Romantic Literature and Late British Romantic Literature (abolition of British slave trade, Emancipation Act for British colonies, slave narratives, British abolitionist literature)	Pearl McHaney	Southern literature, race and gender diversity in literature, teaching cultural studies in high school, teaching diverse students, teaching using diversity in literature
	Pearl McHaney	ENGL 3275	Literature and Culture of the American South	Marilynn Richtarik	Northern Irish drama
		ENGL 4200	Topics: Harlem Renaissance Literature and Culture		
		ENGL 4200	Topics: Asian American Literature		
		ENGL 4200	Topics: Race, Rights and Resistance in Women's Literature of the American South and South African		
		ENGL 4999	Directed Readings: August Wilson; Race and Eudora Welty; Literature of the Harlem Renaissance		
ENGL 8100	Directed Individual Research: Literature of Jamaicans in Harlem; Asian American Literature				
		ENGL 8894	Topics in 20th-Century American Literature and Culture: Race, Rights and Resistance in Women's Literature of the American South and South African		

		ENGL 8894	Topics in 20th-Century American Literature and Culture: Literary Representations of New York City		
	Marilynn Richtarik	ENGL 3900	Irish Literature		
Geosciences				John Allensworth	worked in Kent State's office of Equal Opportunity/AA
Gerontology Institute	Ann M. Pearman	PSYC 4610	Psychology of Aging		
History	Jacqueline A. Rouse, Michelle Brattain, Robert Baker, David Sehat, Charles G. Steffen, Wendy Venet, Mary Rolinson, Christine Skwiot, Clifford Kuhn, Timothy J. Crimmins, Glenn Eskew, and Marni Davis		US History before and after 1865 (include issues like race, gender, culture, ethnicity, multiculturalism, etc.)	Richard Laub, Matthew Lasner, Kathryn Wilson	heritage preservation component in the department. one of the features has been studying African American communities in the city and around the state.
	Isa Blumi, Denise Davidson, Ian Fletcher, Jared Poley		Modern Europe (includes transcultural and transnational issues)	Marni Davis	Jewish Studies
	Mohammed H. Ali		courses about Central, Eastern.Western, and Southern Africa	Jacqueline Rouse	modern civil rights movement
	Isa Blumi		courses on Middle East		
	David McCreery, Jr.		courses on Latin America		
	Ghulam Nadri		courses on South Asia		
	Michele Reid		courses on Latin America		
	Douglas Reyonlds		courses in Japanese and Chinese histories		

Hospitality	Diana Barber	HADM 3720	Hospitality Law (federal, state and local laws applicable to the operation of food and lodging enterprises; innkeeper-guest relationship and liability issues impacting ownership, management, and employees; bailment, agency, and contracts in the context of hospitality enterprises)	
	Paul Breslin	HADM 3310	Hotel Management (basic components of hotel operations; a historical view of the development of the hotel industry; and understanding of the functions of front and back of the house hotel operations; classifications of hotel products/services; and future trends in hotel development and operations)	
	Debby Cannon	HADM 3750	Human Resources (organizational behavior, selection and placement of personnel, role of supervision, performance appraisal, wage and salary administration, employee motivation, communication and training as they pertain to the establishment of an effective employee relations program in hospitality businesses)	
	Misty Johanson	HADM 3750	Human Resources (same description as above)	
Marketing			Corliss Thornton	cross-cultural marketing; representative to the Ph.D. Project, an effort to create more Ph.D.'s in business who are from under-represented groups
Middle East Institute	All		All	Middle Eastern religious and political systems

Modern and Classical Languages	Rudyard Alcocer	SPAN 4468	Hispanic Caribbean Literature & Culture (survey of literature and other cultural production from the Hispanic Caribbean, including Cuba, Puerto Rico, the Dominican Republic, and other areas)	Elena del Río Parra	casuistry, related to the concepts of “right” and “wrong” and the limits of thought; , both bodily and aesthetic, pertaining to the inclusion and reaction against the “other”; Keywords: amorality, marginality, cultural history, heterodoxy, otherness, religion, deformity
		SPAN 4469	Afro-Hispanic Literature & Culture (survey of literature & other cultural production involving the African legacy in Spanish America)	Peter Swanson	empirical studies looking at the outcomes by age, gender, ethnicity, etc., to identify differences and to highlight focus in these areas
	Elena del Río Parra		Sins and Sinners in XVII century Spanish Thought (spring 2006, undergraduate)		
			Deformity and Monstrosity in Early Modern Hispanic Culture (spring 2007, undergraduate)		
		Proposal for a cross listed with the English Dept. Pending	<i>Heterodoxia</i> in Early Modern Spain (undergraduate)		
			Sin and Sanctity in Golden Age Hispanic Culture (fall 2006, graduate)		
	William J. Nichols	SPAN 4440	Special Topics: Emigration and Immigration in Spanish Culture (contextualizing the current influx of immigrants from Latin America, Africa, and Eastern Europe into Spain in relation to Spain's own history of emigration in the 1960s and 70s)		
	Fernando Reati	PERS 2001	Perspectives on Comparative Culture: Latin America: 500 Years of Cultural Encounters (birth and development of Latin American multicultural and multiracial society from the Conquest to the present)		

	Peter Swanson	ForL 3022	Foundations of Second Language Teaching (different learning styles by ethnicity and gender, FL teacher identity, the importance of being aware of the differences among teachers and students)		
		ForL 4026, ForL 4027, and ForL 6126	Methods and Materials for Teaching Foreign Languages, 9-12 (different learning styles by ethnicity and gender, demographics of America's students and teachers)		
Nursing	Dee Baldwin	CHHS 3000	Cultural Diversity & Communication (how human diversity influences ways in which individuals, families, groups, communities, and the larger society interface with service delivery systems)	Dee Baldwin	Elimination of health disparities in breast cancer for low-income African American women, achieving cultural competency for health care providers
		N7001	Culture, Health Literacy, & Disparities in Health Care (health outcomes for different ethnic/racial populations in the US, healthcare inequities)		
		N8100	Vulnerable Populations (vulnerable populations from the perspective of health; strategies to foster health promotion, health protection and health restoration)		
Nutrition	Jana R. Kicklighter	PERS 2001	Perspectives in Comparative Cultures - World Foods (influence of ethnicity, religion, and society on human food habits)		
		NUTR 4000	Food and Culture (influence of culture, ethnicity, and religion on food selection, dietary intake, and nutrition and health status; the development of culturally-sensitive nutrition interventions)		
	Murugi Ndiranu	NUTR 4000	Food and Culture (influence of culture, ethnicity, and religion on food selection, dietary intake, and nutrition and health status; the development of culturally-sensitive nutrition interventions)		

Philosophy	Andrew J. Cohen	PHIL 2010	Great Questions of Philosophy (justice, including a reading by Martin Luther King Junior, but more importantly, the topic requires recognizing that people from different groups are affected by policies differently)	Andrew J. Cohen	toleration and what it does and does not require; one paper deals directly with what commitment to toleration requires of a state
		PHIL 4800, PHIL 6800	Social & Political Philosophy (when government interference in the family is morally permissible; feminist issues related to income disparity between men and women and, to some extent, between those in minorities and those not.)		
		PHIL 4820, PHIL 6820	Philosophy of Law (the morality of capital punishment and the different ways it--and incarceration--disparately affects different populations.)		
	Sandra L. Dwyer	PHIL 3730	Business Ethics (what characteristics diversity refers to; whether some characteristics are more or less relevant to diversity in businesses; affirmative action; reverse discrimination; advantages of diversity in the workplace; case studies that illustrate the presence or absence of diversity)		
	George A. Graham	PHIL 2010	Great Questions of Philosophy (social philosophy of John Rawls; what it means to treat a person, morally)		
	Jennifer L. Hudgens	PHIL 2010	Great Questions of Philosophy (incorporates some feminist ethics readings; issues relevant to homosexuals, women, and Muslim Americans)		
		PHIL 3720	Contemporary Moral Problems (sexuality & marriage, abortion, and different perspectives on terrorism; issues relevant to homosexuals, women, and Muslim Americans)		

	Samuel Julian	PHIL 2010	Great Questions of Philosophy (features of medieval Jewish, Christian, and Islamic philosophy; touch on several of the issues discussed in my Contemporary Moral Problems course (see below); intersection between economic exploitation, sexism, and racism; Sartre's relation to Simone de Beauvoir and her treatment of sexism in The Second Sex, as well as Frantz Fanon treatment of racism (within the context of colonialism) in Black Skin, White Masks)		
		PHIL 3720	Contemporary Moral Problems (distinction between cultural relativism and context sensitivity; critically evaluate arguments against homosexuality and consider the issue of the objectification of women; issues of war, terrorism, and torture. These issues inevitably involve some discussion of the historical and economic roots of the conflict between East and West; global poverty as well as the latent racism in "us versus them" attitudes)		
Psychology	Page L. Anderson	PSYC 8050	Diversity Issues in Clinical Practice and Research (developing awareness, knowledge and skills related to professional activities as a psychologist)	Page Anderson	Intersection of culture and treatment for social anxiety
	Obari S. Cartman	PSYC 3520	Intro to African-American Psyc	Lisa Armistead	Impact of maternal HIV infection in family processes and child functioning; creates and empirically validates family-based HIV prevention interventions; conducted domestically with African American families and internationally with black South African families

		PSYC 4030	Cross-Cultural Psychology	Christopher Henrich	researching an array of factors--including neighborhood violence, parent involvement, and peer groups--and how they interact in relation to children's academic and behavioral adjustment and well-being; particularly interested in development over key educational transitions, such as preschool and middle school, and in at risk populations, such as children in poverty and/or with developmental disabilities
	Jean E. Cobb	PSYC 3570	Multicultural Issues in Psyc	Gabe Kuperminc	Creating and implementing effective programs that promote resilience and reduce the incidence of problem behaviors in adolescence, how the process of immigration affects developmental outcomes for Latino adolescents, factors that help promote social adjustment and school success among immigrant Latino adolescents
	Marci R. Culley	PSYC 4620	Psychology of Women	Dominic Parrott	Risk factors for antigay violence, elucidate mechanism(s) underlying the perpetration of antigay violence, effects of acute alcohol intoxication on antigay violence
	Leslie Jackson	PSYC 8050	Diversity Issues - Clin Prac/Res	Tracie Stewart	Stereotyping and prejudice: stereotype change and prejudice reduction, spontaneous stereotyping, individual differences in stereotyping and prejudice, the role of collective guilt in perpetuating versus reducing prejudice; Gender bias in the workplace; Status and attitude effects on person memory; Implicit memory and social judgment

	Kelly M. Lewis	PSYC 3520	Intro to African-American Psyc	Roderick Watts	International Justice, Racial and Cultural Issues; Age and Agism; Racial and Social Justice; Disability; Men's Development
	John L. Peterson	PSYC 2070	Intro to Human Sexuality	Scott Weaver	health disparities and child development with immigrant and ethnic minority populations
		PSYC 8060	Issues of Human Diversity in Psyc		
	Jerris L. Raiford	PSYC 2070	Intro to Human Sexuality		
	Gail S. Scott	PSYC 4610	Psychology of Aging		
	Joan B. Share	PSYC 2070	Intro to Human Sexuality		
	Tracie L. Stewart	PSYC 4020	Social Psychology (covers cultural differences)		
		PSYC 4620	Psychology of Women		
		PSYC 8510	Advanced Social Psychology		
		PSYC 9900	Seminar in Psychology: Stereotyping and Prejudice		
	Roderick Watts	PSYC 3520	Intro to African-American Psyc		
			Courses on human diversity and cross-cultural psychology		
	Deborah L. Weisshaar	PSYC 4610	Psychology of Aging		
	Andrea G. Weyermann	PSYC 2070	Intro to Human Sexuality		
	Natalie J. Wilkins	PSYC 4030	Cross-Cultural Psychology		
	Amanda M. Woods	PSYC 2070	Intro to Human Sexuality		
Political Science				Sarah Gershon	media and politics; gender politics; and race and ethnicity politics. In the field of race and ethnicity, work has been primarily related to Latino politics. Tries to combine research interests, for example, currently working on a project which examines media coverage of minority congresswomen
Public Health	Rodney Lyn	HHS 3000	Communication and Cultural Diversity	Rodney Lyn	how institutions of higher education approach diversity
Public Management & Policy	Carol Hansen	PAUS 8731	Managing Diversity in the Global Workplace	Shena Ashley	Community development in low income neighborhoods
				Gregory Lewis	Sex, race, and sexual orientation in career

				Cathy Liu	Ethnic enclave economy, beyond Black and White
				Harvey Newman	African Americans in Atlanta
Religious Studies	Jonathan R. Herman	PERS 2001	Perspectives in Comparative Culture: Comparative Religious Traditions	David Bell	Religious diversity in America
		PHIL 4615, PHIL 6615	Buddhism	Jonathan Herman	Religious diversity
		PHIL 4620, PHIL 6620	Confucianism and Taoism	Fareeha Khan	Religious and gender diversity
		PHIL 4625, PHIL 6625	Zen and Shinto	Vincent Lloyd	Religious and racial diversity
	Timothy M. Renick	PHIL 4680, PHIL 6680	War, Peace, and Religion (diverse religious perspectives on violence from Islam, Judaism, Buddhism, Christianity, and Hinduism; multiple perspectives within each tradition; Issues of oppression, power, and minority rights)	Kathryn McClymond	Religious diversity
		RELS 3300	Contemporary Religious Thought (liberation theology, feminism, religious fundamentalism, black theology and other contemporary religious movements; issues of social justice and individual and group identity)		
	All		topics include various religious traditions, women and religion, race and religion, religion and ethics		
Risk Management & Insurance	Susan Willey and Nancy Mansfield	BUSA 2106	Legal Environment of Business (standards the courts apply in Equal Protection lawsuits brought under the 14th amendment; employment discrimination; impermissible pre-employment inquiries, hiring issues, wrongful discharge for a prohibited reason, etc.; affirmative action in employment and college admissions)		

		MBA 8030	Law, Ethics, and Governance (Equal Pay Act, Title VII, the Age Discrimination in Employment Act, and the Americans with Disabilities Act; legal and social relationship between non-discrimination and affirmative action; standards the courts apply in Equal Protection lawsuits brought under the 14th amendment; employment discrimination; impermissible pre-employment inquiries, hiring issues, wrongful discharge for a prohibited reason, etc.; affirmative action in employment and college admissions)		
Social Work	Vanessa Robinson Dooley		multicultural courses	Elizabeth Beck	community practice, forensic social work with an emphasis on the death penalty and neighborhood effects on children's development, as well as restorative justice; Director of the Center for Collaborative Social Work
	Cynthia East		multicultural courses		
	Spencer Middleton	HHS 3000	Communication and Cultural Diversity		
Sociology	Lesley Williams Reid	SOCI 3201	Wealth, Power, and Inequality	James Ainsworth	Social Inequality, Race and Ethnic Relations, Sociology of Education, Family
		SOCI 8210	Social Inequality	Adia Harvey	Race, Class & Gender, Work & Occupations, Social Theory
	Elisabeth Sheff	SOCI 3101	Families and Society (wide variety of families in the US and the world; focus on varied definitions, compositions, characteristics, and elements of diversity among families)	Charles Jaret	Urban Sociology, Race and Ethnic Relations
		SOCI 3216	Gender and Society (a wide variety of gender expressions, norms, and expectations that have affected people across time and cultures)	Jung Ha Kim	Social Theories, Racial and Ethnic Relations, Sociology of Religion, Gender Studies
		SOCI 8144	Family Diversity (variations among families in the US and worldwide and associated factors such as race and ethnicity, class, sexual orientation, region, religion, and (dis)ability)	Miriam Konrad	Race and Ethnic relations, Urban Sociology, Crime and Deviance

		Deirdre Oakley	Urban and Community, race, inequality, GIS and Spatial Analysis
		Lesley Williams Reid	how urban issues, such as immigration and sprawl, influence labor market outcomes differentially by race and ethnicity
		Erin Ruel	Intersection of Race, Class, Gender and Location Stratification
		Elisabeth Sheff	Diversity of relational structure and sexuality among families composed of polyamorous people with children. Other aspects of diversity in this research include the range of religions, sexual orientations, familial types, and child-rearing philosophies these families encompass.
		Griff Tester	Housing Inequalities, Sexual Harassment in the Housing Context, Intersections of Race, Gender, & Class, Sexualities

*Anthropology chair reports that her department currently offers to all GSU students a graduate-level certificate in diversity management. I have been unable to verify this information online.

mrt - 11/24/2008



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