

2009

## Campus Inclusion Handbook 2009

Nova Southeastern University

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*Inspiring Legendary Inclusiveness*



Nova Southeastern University  
Inaugural Campus  
Inclusion Handbook

Fall 2009

*If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.*

*Margaret Mead*

***“Insanity: doing the same thing over and over again and expecting different results.”***

Albert Einstein (1879 - 1955)

The “Do Something Different” (DSD) initiative is simple. We want to stop the insanity of routine efforts to create division and begin a “new thing.” The new, perhaps old and abandoned, thing is to *invite* change through personal challenge, not by attempting to follow a mass mandate issued from an authoritative figure; for such mandates have only further divided us. Instead, we offer a voluntary advance to everyone in the NSU community—“Do something different.” When you sense that you are not being considerate of someone with whom you disagree; when you have failed to listen to another person’s perspective; have judged someone too swiftly; or have simply failed to say “hello;” just change your course and *do something different*. It’s that simple. Our hope is that DSD will usher a new

consciousness of inclusion and community that will spread beyond NSU to neighboring communities. With a change in worldviews, we will have constructed a humanity that is ONE --not the divided people reflective of our former understandings of diversity. As such, we can work toward a community, and thus a nation that lives up to its highest ideals.

Nova Southeastern University  
Do Something Different (DSD)  
Campus Inclusion Handbook (CIH)

**DSD Mission Statement**

To cultivate a university learning community that embraces diversity and celebrates multiculturalism by inspiring individuals to promote inclusion

**NSU's Stated Vision**

...Nova Southeastern University will continue to provide educational access, opportunity, and challenges to our increasingly diverse student body.

...At Nova Southeastern University, ideas are exchanged freely, and programs are

created that respond to the needs of society enabling tomorrow's professionals to acquire not only traditional attributes - expertise, ethical sensibilities, and commitment to furthering professional and societal values - but also to deal with contemporary technology and the concomitant rapid rate of change, to apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse milieu.

...The University's continuing use of emerging technologies, educational resources, alternative sites, clusters, cohorts, and other means of delivery, will continue to demonstrate that higher education can provide effective quality learning opportunities regardless of students' locations, time constraints, or learning



styles.

## **NSU's Core Values Strategic Plan 2005**

### *Values*

In the continual pursuit of excellence, the university holds to the following values that, together, provide the foundation for ongoing regional and professional accreditation, independence, and fiscal stability:

- Collaboration
- Community Service and Engagement
- **Diversity**
- Educational Access

- Efficiency
- Entrepreneurship
- Innovation
- Integrity
- Quality Academic Programs
- Scholarship and Research
- Student Engagement

It has always been our mission to provide higher education opportunities to people of all races [sic] and ethnic backgrounds," said NSU President Ray Ferrero, Jr. "We are very proud of what the rankings represent and will continue our outreach to minority communities”

[http://www.nova.edu/cwis/pubaffairs/news/july-sept2009/doctoral\\_degrees\\_minorities.html](http://www.nova.edu/cwis/pubaffairs/news/july-sept2009/doctoral_degrees_minorities.html)

## **Introduction**

The purpose of the DSD-CI Handbook is to provide leadership and direction to diversity/inclusion activity at Nova Southeastern University (NSU).

This initial handbook will be updated bi-annually as our inclusion efforts become more definitive. NSU's vision statement above was adopted as an ideal to hold us accountable for how we each engage campus inclusion. The goal is to make explicit our intentions and commitment to its ideal.

The entire constituency of NSU is committed to creating a more engaged and inclusive campus environment. In the School of Humanities and Social Sciences (SHSS) we have initiated a unit-wide poll to create a standardized instrument that we will subsequently use to assess the level of inclusion that NSU's constituents report. In addition, we have initiated a separate, but parallel in

importance, “*Do Something Different*” (DSD) campaign. We know that when individuals feel welcome, they join us –**recruitment**, and they stay with us --**retention**. Furthermore, they remain connected as alumni and friends.

From a business perspective, we care about recruitment and retention, but from a university community perspective, we care about the relationships that are formed and maintained here at NSU. This handbook represents our efforts to express a united voice and effort to establish NSU as a place of legendary inclusion. This vision will materialize using the following key concepts as guides: systemic, inclusion/diversity, culture, ethnicity and multiculturalism, and isms.

**Systemic**—the consideration of context and relationship when examining how inclusion affects

campus life at NSU. With this understanding, we are clear that relationships are dynamic and interactive. What this means is that action taken by any one part of a member of a system or group will affect others in and around that member. In short, we are connected; since we are connected, we must be conscious of how our actions influence each other. What this means in a diverse campus society is that we must learn about each other, so that our actions are intelligent and wise. In effect we pledge to create a welcoming and inviting environment. Our goal as a community is to “first do no harm.”

**Inclusion** – As the word “diversity” refers to all forms of differences, our use of the term inclusion is meant to invite a new consciousness of community. “Include” is the *verb* that invites us to do something (different); diversity is the noun that defines what we invite: variety. Our DSD inclusion platform is a

strengths-based approach in that we want to envision what we can be when we invite everyone to a task, versus what we used to be when we were compelled to invite “Others” to a task. With inclusion we evoke ideals of unity in diversity; principles that summon the wisdom in having multiple perspectives; and finally, ethics that mean that with the highest good in mind, we will execute a “new mindedness” of inclusiveness that extends beyond political correctness.

**Culture**—folkways—an enveloping attitude that is shared by or that characterizes a group. For NSU this all-encompassing attitude is inclusion. We share a basic identity as a university community. Now we want to add to that identity an attitude of inclusion that will set us apart as a learning community that is inclusive in all aspects of campus life. Our goal is to engrain “inclusiveness” as a way

of life so that it is our self-identified attitude— it’s not just what we say or what we believe; it’s what we do.

**Multiculturalism-** The word “global” best describes what we mean by multicultural. South Florida is perhaps one of the most diverse—not necessarily inclusive—communities in the United States. NSU, likewise, is a diverse campus community. One goal of our inclusion model (DSD) is to be an example to the surrounding community of how to promote diversity in the creation of a more engaged and connected campus culture.

**Ethnic-** Ethno means people or culture; ethnic refers to a group of people who descend from the same people or culture, and, therefore, share a common ancestry. Ethnicity, the state or noun derivative of the same word, is important because

NSU is a multi-ethnic university, which is implied in the term “multicultural” and signifies diversity.

**Ism**—a suffix that means a belief in something. However, for our purposes, “ism” suggests derision on some level. Some of the most common “isms” that we contend with are racism, sexism, classism, able-ism, ageism, heterosexism, academic elitism, etc. Each word suggests bigotry or narrow-mindedness towards the indicated group respectively: race, sex or gender, class, physically challenged, heterosexual, etc.

### **The Need**

DSD values the NSU community’s multiple cultures and perspectives. As such, we find ourselves with the unique opportunity to invite all members of our community to learn from and



appreciate others, to make positive change, to create a learning community that embraces and enacts respect in diversity.

*NSU Title V Mission*

To provide all Nova Southeastern University undergraduates, including Hispanics and low-income students, with programs and services tailored to increase student engagement and outreach, thus resulting in student success.

With minority enrollment now at 37 percent of total enrollment and projected to reach 40 percent within the next five years, Nova Southeastern University will be among those independent institutions with a highly diverse student population.

NSU ranks 32nd in the total number of Hispanics enrolled and is the only independent university ranked in the top 40. NSU's total enrollment, based on the 2006 data, was 25,690 students, including 4,409 Hispanic students. In fall 2007, NSU's total enrollment was 27,518 students, including 4,824 Hispanic students – an increase of 66 percent since 2001, when 2,907 Hispanic students were enrolled.  
July 8, 2008 News Release

[http://www.nova.edu/cwis/pubaffairs/news/july-sept2008/nsu\\_ranks\\_first\\_hispanic\\_doctorals.html](http://www.nova.edu/cwis/pubaffairs/news/july-sept2008/nsu_ranks_first_hispanic_doctorals.html)

In 2008 rankings published by Diverse: Issues in Higher Education, NSU was ranked first in the number of doctoral degrees awarded to African-Americans, a position it has held for 13 consecutive years. NSU also ranked first nationally in doctoral degrees awarded to racial/ethnic minorities overall--  
May, 13, 2009 News Release.

[http://www.nova.edu/cwis/pubaffairs/news/april-june2009/hispanic\\_degrees.html](http://www.nova.edu/cwis/pubaffairs/news/april-june2009/hispanic_degrees.html)

## **The How**

By doing something different, NSU will create an inclusive community of its diverse members. The “Do Something Different” campaign was initiated to put intention to the task of creating a more inclusive and engaged campus community.

## **What Is DSD?**

Admittedly, DSD is a humanistic, perhaps, ethereal undertaking. We do not apologize for the nature of the movement, as we believe it may be the only approach “not yet tried” as we say in the field of family therapy where we pride ourselves in helping others find uncommon solutions to difficult

problems. So, it is with this perspective that we offer an invitation to our colleagues across the NSU campus to do something (else) to make our campus environment a place of unity. This kind of community only happens when we all embrace ideas of inclusiveness.

### **DSD's Ideals of Inclusiveness:**

DSD implies self-reflexivity as an approach to achieve its ideals. We must reveal (acknowledge), deconstruct (make sense of), and reframe (reconstruct) our respective views of the world. By this process, we attempt to understand how long-held views shape what is "known" and believed about others (and ourselves). Change emanates from within; therefore, change—doing something different—must begin by unmasking inaccurate culturally and/or historically informed opinions.

Hence, we offer the following ideas as springboards for self-reflection:

- *Openness*—respect and curiosity about other perspectives
- *Invitation*—gentle, genuine request
- *Acceptance*—non-judgmental approval
- *Value* (of difference)—the implicit understanding and explicit demonstration of the worth that all bring to a task
- *Intentionality* (purposefulness)—expectancy put to positive, \*inclusive actions
- *Warmth*—Genuine hospitality
- *Freedom*—the liberty to be one’s unique self without concern of rejection
- *Collaboration*—the understanding that we function as a team and that every voice is valued

## **Our Goal and Vision:**

Create a new consciousness on campus –involving every academic unit, administrative department, student organization, faculty, staff member, and the general workforce about global multiculturalism and establish a campus-wide movement that honors diversity and promotes behaviors that demonstrate this new consciousness; to create a safe community where diversity is celebrated, not making differences a non issue, but rather an opportunity to pool resources and talents to create a healthier, more unified university community (i.e., where there is unity existing within the diversity).

## **Origin of the Movement:**

The idea to do something different started with The ‘Diversity Dialogues’ forums which began February

16, 2006. These monthly discussions were initiated by Dr. Debra Nixon to bring the university community together to consider issues of diversity. She conceived the idea based on behavioral changes of her students at the School of Humanities and Social Sciences (SHSS), in a Marriage and Family Therapy Diversity course. What she found was that many students often were ignorant of the larger discourses that informed bigotry in the United States. However, after entering the course and being challenged to confront those ideas, students were often more receptive, less bigoted and often expressed an appreciation of transforming experience, naming the class' contents as the reason for their change. Dr. Nixon's primary method of teaching was providing information and opportunities for communication. After sharing the report with Dean Yang of SHSS requesting that the program begin monthly conversations about

diversity, Susanne Marshall, Associate Dean was invited to co-facilitate the Diversity Dialogues. The dialogues were held the first Tuesday of every month inspiring discussions guided by the premise that one chief reason our country continues to struggle with issues of difference (diversity) is that there has not been a healthy platform to talk honestly and openly about them. This lack of honest attention has thus perpetuated and even expanded related problems.

### **The Model**

The “Do Something Different” initiative promotes a personal challenge that invites each NSU member to help to create a safe environment of inclusion and acceptance by 1) talking openly and respectfully about issues of diversity, multiculturalism, and inclusion; 2) changing behaviors to be more openly



respectful and inclusive of others; and 3) infusing matters of diversity and inclusion in every aspect of campus life and university business. The model invites everyone to be intentionally inclusive beginning with top administration and including incoming students and employees.

Please visit our website:

<http://www.nova.edu/dosomethingdifferent/>

And our blog:

[blogs.nova.edu/dosomethingdifferent/](https://blogs.nova.edu/dosomethingdifferent/).

### **Assessment: DSD-Campus Inclusion Survey**

The DSD movement was born out of our monthly conversations, the Diversity Dialogues. Specific to the inclusion survey, the group was discussing recent sexist and racist comments made by celebrities that were receiving national attention.

We wondered together if this was not the time to begin looking at ourselves with the same critical eye. Our goal was to find a strategic and standardized way to assess our personal experiences of inclusion at NSU. The construction of the DSD Campus Inclusion Survey (DSD-CIS) was our response to this question. Please visit our website for updates.

### **DSD-CIS Conception and Construction:**

The DSD-CIS is a 21-item questionnaire consisting of 3 separate forms: one for students (DSD-SCIS), one for staff and administration (DSD-SFCIS), and one for faculty (DSD-FCIS). Each form asks the same questions but is constructed to fit the respective population's experiences. In the first section of the questionnaire, respondents are asked to rate their experiences on a Likert scale. The

second part of the survey gives respondents the opportunity to add to the survey opinions in ways that is limited by the first section.

The Office of Information Technology (OIT) then adapted the survey into a program called Opinio (electronic survey) and made it assessable to every member of the Graduate School of Humanities and Social Sciences (SHSS).

Utilizing the Statistical Package for Social Sciences (SPSS) program to analyze the initial data, we hope to get a sense of the usefulness of the survey and conduct further refinement and revision. We are confident that the initial survey questions allow for easy modification and can lead to a full fledged, university-wide, research project. Upon modifying the survey, we will present our research proposal to the University's Institutional Review Board (IRB).

Upon approval, we will administer the survey to the entire university community and in this final administration, we hope to ascertain information that accurately reflects the effectiveness of NSU's management of diversity and inclusion.

### **NSU Leadership Initiatives/Diversity and Inclusion**

- 1) Graduate School of Humanities and Social Sciences (SHSS)  
Dr. Debra Harris Nixon, Lead Facilitator for Campus Inclusion and “Do Something Different”
  - [blogs.nova.edu/dosomethingdifferent/](https://blogs.nova.edu/dosomethingdifferent/).
- 2) Fischler School of Education Office of Community Education and Diversity Affairs (FSEHS /OCEDA)

Dr. Delores Smiley, Dean of Community  
Education and Diversity Affairs

- [http://www.schoolofed.nova.edu/oceda/  
ocedahome.html](http://www.schoolofed.nova.edu/oceda/ocedahome.html)

3) Multicultural Affairs

Office of Student Leadership and Civic  
Engagement

Terry Morrow, Director of Student  
Leadership and Civic Engagement

**NSU Inclusion Council (IC)**

The NSU-IC is a campus-wide organization of all individuals/organization that are committed to programming related to multiculturalism, diversity, and inclusion. The formation of this group signals the centralizing and galvanizing of our inclusion

efforts. The group's goal is to create synergy around all efforts to create a campus of inclusion, and therefore more engaged community members.

Anne Rambo

R. Elizabeth Koenig

Sophonie Lherisse

Terry Morrow

Sara Smith

Marguerite Bryan

Lua Hancock

Delores Smiley

Angie Su

Cherise James

Sarah Valley-Gray

Stephanie Brown

Allison Brimmer

Susan Kabot

Lorraine Breffni

Debra Nixon

Honggang Yang

Judith McKay

Carla Withrow

Michelle Manley

Michele Rice

Edrica Richardson

*NSU Trustee,  
Sam Morrison, Honorary Advisor*

## **Multicultural Affairs Programming Council (M.A.P.)**

The Multicultural Affairs Programming council is comprised of graduate and undergraduate students who are committed to designing and organizing programs and initiatives to bring people together across the NSU community to celebrate diversity and promote conversation and reflection.

Currently the following groups attend to matters of multiculturalism and diversity:

## **Cultural/Heritage**

- Caribbean Student Association
- Dominican Student Association
- Haitian Student Association
- Indian Student Association
- Indo Caribe Entity
- Latin American Student Organization (LASO)
- Multicultural Association of Pre-Health Students (MAPS)
- Nova International Student Association (NISA)
- Pan African Student Association (PASA)
- Pakastani Student Association



## **Graduate Organizations**

- Association of Conflict Resolution Professionals
- School of Humanities & Social Science Student Association
- American Association of University Women (AAUW)

## **Office of International Students**

<http://www.nova.edu/internationalstudents/current/index.html>

Nova Southeastern University's (NSU) international students come from over 100 different countries. More than 900 international students enjoy comprehensive educational opportunities, exciting cultural and athletic events on a campus that is currently adding to and renovating its extensive facilities. NSU prepares students for life in a changing, competitive world.

Jim Vatra

Associate Director

Deborah Pabon

International Student & Scholar Advisor

Darin Gibson

SEVIS Compliance Administrator

Phone

(954) 262-7240

1-800-541-6682, ext. 27240

## **Alumni Involvement**

Alumni Career Stimulus Plan that includes alumni from the following:

- NSU Alumni Association- A Division of Institutional Advancement 954-262-21118
- Partnerships
- Resources for Advance Inclusion
- <http://www.hr.ufl.edu/eo/diversity.htm#council>

## **DO SOMETHING DIFFERENT**

### **CHRONOLOGY**

SHSS Leadership Endorsement

May 2007

- Approval /Endorsement
- Establish Leadership/facilitation
- Diversity Dialogue (creates an avenue to talk openly)
- Define Diversity (invite many voices)
- Advisors Commitment:
  - Honggang Yang, Dean SHSS
  - Brad Williams, Dean Student Affairs

## **Vision for Inclusion**

### ***PHASE I***

Stake holders meeting

Invitation to interested parties

September 2008

Create strategy of inclusion

Invitation to others

Present DSD Movement

Form Core Task Force

Prepared document

Proposal for Inclusion (Upper Administration)

Prepared document

## Strategy Development

September '07-Dec., '07 Present at Horvitz

- Secure Commitment from President
- Submit finer points with budget for program
- Secure financial support (from SHSS)
- Review/edit strategy

## ***PHASE II***

Begin Pilot (Leadership Commitment)

- Assessment / Progress Report (based on our goal and vision)
- Action: Locate an assessment tool or create DSD  
Inclusion Survey (Faculty, student, administration, staff)

- Assess whether the members of the SHSS community feel accepted, invited, welcomed, connected, acknowledged, and appreciated, heard, honored, valued.

Training: Begins with Leadership (Faculty)

- Academic Diversity- infusing diversity and multiculturalism in the entire university curricula, so that every university activity from building initiatives to course syllabi respects and reflects our diverse constituency.
- Accountability and reward- to reward leaders in their efforts of creating a diversity conscious environment within their centers, as reported by their constituency
- Create Websites, Blogs, Programming
- Connect with other inclusion initiative on campus (and off)
- Analyze assessment data and report analysis

### ***PHASE III***

Invite other units to share the model

Ultimate Goal Outcome:

- Visible Diversity – Can you see our differences?
- Task Force – to enhance the visibility of diverse community
- Action- Get an account of our diversity in each area – student, faculty, etc.
- Assess/create university – wide avenues for individuals to share their differences (dress, food, customs, holidays)

### ***NEXT STEPS***

- Complete the survey analysis; resubmit updated survey



- Publish survey results and report (Hard copy and E-copy)
- Submit research proposal to IRB

Once IRB approved, administer survey campus-wide

Revise DSD CIH based on survey results (Hard copy and E-copy)

### *WISH LIST*

- ❖ Designate a Chief Diversity Officer to oversee and help to implement programming around the campus' inclusion ideas:

- Bring all diversity programming under one leadership, including and expanding existing programs
- Create Flow Chart of the same
- ❖ Establish a diversity and inclusion facilitator for each academic center
- ❖ Begin accumulating a best practice list to include in the handbook

## **Afterword**

The DSD Campus Inclusion Handbook (CIH) represents a tangible expression of NSU's intentions regarding diversity and inclusion. The document is meant to be small and will hopefully continue to serve as a beacon for the commitment to which we vow to hold ourselves. It is, as suggested above, a living document that will change as we grow more in our understanding of what it means to be truly inclusive and diversity-minded.

## Testimonials

*“I have been attending the diversity dialogues off and on for years. I love participating in a forum where faculty, staff and students come together and talk about hot topics of diversity and inclusion in our culture. I always gain a new insight into how to make my actions and my community’s actions to be more inclusive. NSU is a very diverse place and as members of this community we have a responsibility to fully recognize and act on the benefits, challenges and responsibilities that come with that diversity. We must always be cognizant of how to not only be diverse, but also strive to be inclusive. The diversity dialogues have provided a good forum for the beginnings of these much needed discussions.”*

**Lua Hancock, Ed, D., Director of Title V**

*“As a result of the topics discussed during the monthly diversity dialogues about culture, religion, race, gender, ethnicity and disabilities... I have acquired an increased level of appreciation for diversity...*

*It's invigorating to realize how [my] exchanges cultivate and enhance the quality of communication [with] students, administration, and faculty.”*

**- Rosario Elizabeth Koenig (Marriage Family Therapy-Doctoral Student)**

*“ I have only been recently involved with Diversity Dialogues and Do Something Different. I think it is a project that holds great promise in transforming the*

*university towards greater inclusiveness.”* –**Marguerite Bryan, Ph.D., Criminal Justice Institute**

*“The 2006-2009 diversity dialogs at NSU are a beginning of a meaningful journey, from my perspective. I haven't figured out a way to assess or articulate its impacts. However, I did learn a lot from each of you and the rest of the participants over the past three years. We have a long way to go, in the dynamic context of an emerging majority-minority academic”* --**Honggang Yang, Dean, SHSS**

*“The monthly Diversity Dialogues is a very refreshing event that I look forward to participating in as often as I can. Having the opportunity to engage in conversation about issues that are affecting our society today, from the reference points of “different” individuals and perspectives, is a learning experience that enhances one’s optimism about the future.”* - **Delores M. Smiley, Ed. D, Dean, Community Education and Diversity Affairs**

*"Beer in the White House" reads a recent news headline (2009) as our President of about 200 days calls a conference with scholar Dr. Henry Louis Gates and his arresting officer, James Crowley. Many decried that this was a waste of our President's time and the nation's resources; but I say it was the absolute best way to ignite change in our nation's mindset, culture, and traditions around "race." So, since February, 2006, the*

*Diversity Dialogues have been nothing more than a "beer in the White House" conversation.* - **Debra Ann Nixon, Ph.D., Assistant Professor MFT , Inclusion & Diversity Facilitator, SHSS, Co-curriculum Advisor SHSS Student Association**

*It is so important for those interested in inclusion to have the opportunity to come together and dialogue on current issues. It is a great way for us to identify our commonalities as well as engage in constructive reflection about our differences. Collaborative action has emerged from relationships that have been built during our collective meetings and conversations.* - *Terry Morrow, Director of Student Leadership and Civic Engagement*

*"It has always been our mission to provide higher education opportunities to people of all races and ethnic backgrounds," said NSU President Ray Ferrero, Jr. "We are very proud of what the rankings represent and will continue our outreach to minority communities." NSU Ranks No. 1 in Doctoral Degrees Awarded to African-Americans, Hispanics, News Release, Aug. 7<sup>th</sup>, 2009.*

## **Special Thanks**

We greatly appreciate the efforts of all those that help to construct and refine Nova Southeastern University's first Handbook of Campus Inclusion (See list below). A very special thanks to Dr. Debra Nixon whose initiative and vision of "DSD" and the handbook were developed out of her passion to inform, inspire, and enhance student's academic and personal campus experiences. Thanks to those committed to the monthly Diversity Dialogues who thought it beneficial—imperative-- to embrace diversity and inclusion, to make it a shared reality of the NSU community. Finally, thanks to President, Ray Ferrero, Jr., for his embrace, and approval of the "Do Something Different" Campus Inclusion Initiative.

R. Elizabeth Koenig

Sophonie Lherisse

Erica Richardson

Terry Morrow

Marguerite Bryan

Angie Su

Lua Hancock

Delores Smiley

Cherise James

Stephanie Brown

Honggang Yang

Judith McKay

Lorraine Breffni

Michele Rice

Debra Nixon

A very special thanks to NSU Trustee, Sam Morrison, for his support of SHSS's inclusion efforts.





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Inclusion”**

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**Smith, President**  
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Therapy/University Diversity and Campus Inclusion  
Facilitator