

# WHAT EVERY DIVERSITY COORDINATOR SHOULD KNOW

Congratulations on your appointment as Diversity Coordinator representing your college on Maricopa's Diversity Advisory Council (DAC). There are a variety of functions that have evolved at different colleges in relation to this role, and there are some expectations of all Diversity Coordinators. This paper will provide you with some basic information, history and resources to help you effectively fulfill the responsibilities of Diversity Coordinator for DAC and your college.

## WHAT IS DAC?

The Diversity Advisory Council is the structure that promotes initiatives and makes recommendations that reflect Maricopa's commitment to respecting diversity and providing opportunities for people from all walks of life to succeed. DAC achieves this through review of policies and procedures, the identification of training opportunities, the monitoring of campus culture and climate, the dissemination of information through a variety of formats and a shared understanding of diversity and inclusiveness.

DAC is led by three tri-chairs: a governing board member, a vice-chancellor and a college president. Membership includes:

- Representation from all colleges (the diversity coordinators)
- Representation from all constituency and employment groups
- Representation from the vice-president's councils
- Representation by employees whose positions directly relate to diversity/inclusion efforts and assessment

The Diversity Advisory Council meets as a whole body two to three times a year. A steering committee and various work groups meet more frequently as needed. All members of DAC are encouraged to serve on one or more work groups.

The Diversity Coordinators meet monthly during the academic year with meetings hosted by the different colleges.



## HISTORY OF DAC

On December 7, 1994, a Diversity Continuous Quality Improvement Team was organized with cross-college and District representation. The Charge to the Team was as follows:

- 1) Identify the diverse communities that the Maricopa Colleges serve,
- 2) Conduct a needs assessment and identify measures that should be implemented to cultivate an atmosphere of respect and understanding for the District's diverse population,
- 3) Prepare a priority list of recommendations for the Governing Board's consideration with regard to Charge No. 2, and
- 4) Conclude the study prior to March 1, 1995 and lead the March 14 strategic conversation entitled Strategic Issues Associated with Diversity.

Since that time, the name and focus of the council has evolved to the current Diversity Advisory Council. Through the council's efforts, policy statements related to diversity were adopted including an overall board diversity policy (adopted in 1995), changes in benefits and revisions to employee common practices, and inclusion of diversity concepts in performance evaluation for all policy groups. DAC was also instrumental in a number of training efforts for staff, faculty and students, in assessing organizational climate for the Maricopa community, and in promoting equitable hiring practices.

Until 2006, DAC functioned without any identified dedicated staff. In July of 2006, a Manager for Diversity Initiatives was piloted and adopted permanently in 2007 to better promote the efforts of diversity and inclusion for Maricopa, moving the district toward intentional and strategic initiatives and accountability within the context of the district's strategic vision. <http://www.maricopa.edu/stratplan/>

DAC provides information annually about the state of diversity at Maricopa. That information and other information about diversity can be found on Maricopa's diversity website.

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

Monitoring Report 2006 – <http://www.maricopa.edu/diversity/docs/Diversity%20MonitoringReport.pdf>



## ROLE OF DIVERSITY COORDINATOR

All ten Maricopa Community Colleges, the District Office and the Maricopa Skills Center have an appointed Diversity Coordinator. Their responsibilities include:

- Representing their college/site at Diversity Advisory Council meetings (all)
- Participating on their college/site diversity committee (most)
- Being a voice for diversity and inclusion at their college/site (to varying degrees)
- Facilitating learning opportunities and events at their college/site (some)
- Collecting data at their college or site (some)

## DIVERSITY COORDINATOR BASICS

What every Diversity Coordinator should know about diversity...

The Diversity Advisory Council has worked to define diversity and inclusion for Maricopa. One of the Councils' goals is to provide a consistent understanding of what diversity means and how it applies to the Maricopa community.

**Diversity** refers to the individual and group/social differences that exist among people. **Inclusiveness** is the intentional and ongoing engagement with diversity to create an environment that actively encourages full recognition of student and employee abilities and contributions in all aspects of the organization. The **Maricopa Community Colleges** support a diverse and inclusive environment where mutual respect and equity are encouraged and valued, one that actively seeks to understand and incorporate views from dissimilar frames of reference. (Diversity Advisory Council April 15, 2005)

While all Diversity Coordinators will have their own views about diversity and inclusiveness, there are some common values that are important for Diversity Coordinators to share.

- 1) Bias still exists. While we have made much progress as a society in matching our values of equality with our practices, there is still work to be done. People do experience differential treatment based on their identities. As a Diversity Coordinator it is important to honor the personal stories of people who have experienced bias because of race/ethnicity, religion, gender, age, ability status, sexual orientation, language/accent, or other differences.
- 2) If we are not part of the solution, we are part of the problem. As a Diversity Coordinator, it is important that we recognize our role in addressing biased comments when they occur. When we do not respond, we can be perceived as agreeing with the remarks. While in our personal lives, we may choose when to respond, in our roles as Diversity Coordinators as well as in other positions of authority or leadership, the weight of our silence reflects on the institution. To be effective in responding to bias, we need to become sensitive to other people's issues as well as our own and practice to be prepared to address inappropriate comments respectfully and clearly.
- 3) Take time to continue your own growth in diversity and inclusion through training opportunities, reading, dialogues and conferences. We do not have to be experts, but we should be role models for a lifelong learning process.
- 4) Learn about different levels of exclusion and harm. Most of us are committed to treating people fairly and with respect. What we may not be aware of is how policies, procedures, practices and assumptions can reinforce inequitable results. Depending on your role in the organization, there may be areas where you are able to address remarks, actions or policies directly and others where you will need support. This can be especially true if you are faced with organizational rather than individual acts. Pointing out exclusionary or biased decisions or policies is much more challenging. You are not expected to sacrifice your position with the organization. However, if you do have a concern that you do not feel comfortable, safe or ready to address, please use the resources of the diversity coordinator committee and/or the Manager for Diversity Initiatives.

## WHAT RESOURCES ARE AVAILABLE AT

- **Manager of Diversity Initiatives** – One of the primary responsibilities of Maricopa’s Manager of Diversity Initiatives is to provide support to the Diversity Coordinators. The Manager of Diversity Initiatives can help identify resources, strategies and opportunities with you. [diversity.initiatives@domail.maricopa.edu](mailto:diversity.initiatives@domail.maricopa.edu)
- **Equal Employment Opportunity/Affirmative Action Office** – The EEO/AA office works to ensure that employees at Maricopa are treated equitably and that we as an organization are proactive in inclusive hiring strategies. EEO/AA provides training, investigates complaints, monitors employment hiring data and files the annual Affirmative Action report. For more information, [www.maricopa.edu/eeo](http://www.maricopa.edu/eeo)
- **Employment and Recruitment Services** – Employment and Recruitment Services process all requisitions, applications and hiring packets for positions at Maricopa. They also are involved in recruitment strategies to bring people to Maricopa, and provide training on hiring and how to move up within the organization in conjunction with Employee and Organizational Learning. Employment and Recruitment Services also monitors hiring processes to ensure that legal regulations and Maricopa policies are enforced. For information about hiring procedures etc. go to: <http://www.maricopa.edu/hrweb/notebook/index.php>
- **Constituency Groups** – There are seven groups that provide a voice for specific constituencies among Maricopa employees and students. All the groups share an overarching goal to ensure equity and opportunity for their constituents, while their individual areas of focus may range from scholarships for students to hiring and advancement practices to policy changes. They are a valuable resource for information, perspectives and connections. All of the constituency groups have websites and contact information.
  - Arizona Association of Chicanos for Higher Education (<http://www.gc.maricopa.edu/MaricopaAACHE/>)
  - Asian and Pacific Islander Association of MCCC (<http://www.maricopa.edu/apia/index.html>)
  - Gay and Lesbian Human Rights Association (<http://www.maricopa.edu/glhra/>)
  - Maricopa Association of Chicanos in Higher Education (<http://www.rio.maricopa.edu/ci/programs/mache/>)
  - Maricopa Council on Black American Affairs (<http://www.maricopa.edu/mcbaa/>)
  - United Tribal Employees’ Council (<http://www.maricopa.edu/utec/>)
  - Women’s Leadership Group (<http://www.maricopa.edu/wlg/>)
- **Policy Groups** – Maricopa employees are also represented by policy groups based on the function an employee provides to the organization. There are seven policy groups that advocate for the specific needs of each category of employee. Groups do come together for shared concerns through the Collaborative Policy Development process. While policy groups may not be perceived as a purview for diversity, the diversity

coordinators need to be sensitive to differences in perspective and experience based on role and function within the organization. Policy groups are:

- Adjunct Faculty Association <http://www.maricopa.edu/afa/index.shtml>
- College Safety <http://www.maricopa.edu/hrweb/emplrel/polpdf/pol0506/cspol.pdf>
- Crafts <http://www.maricopa.edu/hrweb/emplrel/polpdf/pol0506/craftpol.pdf>
- Faculty Association <http://www.maricopa.edu/org/faculty/>
- Maintenance and Operations <http://www.maricopa.edu/hrweb/emplrel/polpdf/pol0506/mopol.pdf>
- Management, Administration and Technology <http://www.maricopa.edu/mat/>
- Professional Staff Association <http://www.maricopa.edu/psa/index.shtml>
  
- **Multicultural Services** – Mesa and Glendale Community colleges have multicultural services available for their students. These are areas of service that “provide opportunities to access Higher Education and support for academic success to under represented and culturally diverse populations. In addition, (they) educate and promote diversity awareness to enrich the lives of students, staff, faculty and the community.” (MCC) In addition to being a valuable service for students, the multicultural service centers can be excellent partners for information, perspective, support and collaboration for you as a diversity coordinator. <http://www.mc.maricopa.edu/students/multicultural/> and <http://www.gc.maricopa.edu/studentervices/index.cfm?id=523>
  
- **Student Groups on Campus** – There are numerous student groups that are related to diversity and inclusion at each college. Connect with your colleagues in Student Life and Leadership to learn more about what is happening at your college and how you might collaborate on projects, activities, campaigns, etc. Examples of clubs that you might find include: Black Student Union, Movimiento Estudiantil Chicano de Aztlan (MECHA), Gay Straight Alliance, Adult Women’s Active Return to Education (A.W.A.R.E.), Asian Pacific Islanders Coalition, Coalition for Deaf Awareness, International Students Association, Inter-Tribal Student Organization, and numerous religious and political clubs.
  
- **Diversity Infusion Program** – The goal of the Diversity Infusion Program is to “enhance the ability of faculty to create a positive learning and teaching experience that includes increased awareness, understanding, appreciation, and respect for all people with a vision that each course offered within the district will construct an environment that fosters mutual respect and appreciation of all people.” Faculty participate in monthly seminars for a year and complete a project that promotes the goal of the program. The Diversity Infusion Program also has a student intern component, a helpline, extensive resource list and other services. The program is housed at SCC but is open to faculty from throughout the district. Current and past participants in the program are outstanding resources and allies for your work as a diversity coordinator. Find out more about the program: <http://www.maricopa.edu/diversityinfusion/>
  
- **Library Diversity Collection** – This resource is a growing body of materials which provide ideas for infusing courses with diversity as well as information and activities to use in the classroom. Resources include books, journals, notebooks, and videos. Library materials are available through interlibrary loan. The library collection is housed at Scottsdale Community College. <http://www.maricopa.edu/diversityinfusion/Library.htm>
  
- **EOLT Resources** – The Employee and Organizational Learning Team provides standard and customized training programs for faculty and staff. Each semester they coordinate with the Employee Development staff at each college to determine the training needs of the college.

If you are not yet a part of that conversation, see if it is possible for you to be included and advocating for diversity/inclusion training (MOSAIC and others) and supervisory training (Navigate Maricopa) at your college or site. EOLT provides team building and consultation services for departments, work units, etc. to improve communications, plan strategically and work effectively, and assists with career advancement through Maricopa Learns Through Service, and Creative Pathways internship programs. <http://www.maricopa.edu/learn/>

- **MCLI Learn-Shop: Culturally Inclusive Teaching Strategies** – This is a one semester learning opportunity that addresses how to create inclusive classrooms. It challenges instructors to address what is taught in the classroom and how it is presented. While it is primarily designed for faculty, it has been a worthwhile learning experience for staff as well.
- **Resources for more information on diversity and inclusion from a variety of perspectives.**

**Association of American Colleges and Universities** initiative on Making Excellence Inclusive – [http://www.aacu.org/inclusive\\_excellence/papers.cfm#bauman](http://www.aacu.org/inclusive_excellence/papers.cfm#bauman)

**California Newsreel** – Company that sells “film and video for social change.” The company provides excellent collateral materials for training and education on the website. From Race the Power of an Illusion the materials include:

- Ten Things Everyone Should Know About Race  
<http://www.newsreel.org/guides/race/10things.htm>
- Race Literacy Quiz: What differences make a difference?  
<http://www.newsreel.org/guides/race/quiz.htm>
- Race and Gene Studies: What Difference Makes a Difference?  
<http://www.newsreel.org/guides/race/whatdiff.htm>
- A Long History of Affirmative Action - For Whites  
<http://www.newsreel.org/guides/race/whiteadv.htm>

Diverse Issues in Higher Education – electronic magazine focusing on improving the outcomes for students of color and other under-represented groups.  
<http://www.diverseeducation.com/Index.asp>

**Diversity Central** – information about Heritage Months  
[http://www.diversityhotwire.com/heritage\\_month.html](http://www.diversityhotwire.com/heritage_month.html)

**Diversity Inc.** – is an electronic magazine – frequent and timely information about diversity, inclusion and social justice issues. There is a fee for the magazine  
<http://www.diversityinc.com/>

**DiversityWeb** – is the most comprehensive compendium of campus practices and resources about diversity in higher education that you can find anywhere. This site is designed to serve campus practitioners seeking to place diversity at the center of the academy’s educational and societal mission. It is a product of the Association of American Colleges and Universities.  
<http://www.diversityweb.org/>

**The Education Trust** – the Education Trust works for the high academic achievement of all students at all levels, pre-kindergarten through college, and forever closing the achievement gaps that separate low-income students and students of color from other youth. Our basic tenet is this — All children will learn at high levels when they are taught to high levels.

<http://www2.edtrust.org/edtrust/default>

**EthnicMajority** – is dedicated to empowering African, Hispanic, and Asian Americans to advance themselves in society and improve their quality of life. We do this by focusing on the major challenges that face people of color in a number of critical interest areas.

<http://www.ethnicmajority.com/index.html>

**National Multicultural Institute** – NMCI’s mission is to work with individuals, organizations, and communities in creating a society that is strengthened and empowered by its diversity. Through its initiatives, NMCI leads efforts to increase communication, understanding and respect among people of diverse backgrounds and addresses some of the important systemic issues of multiculturalism facing our society. <http://www.nmci.org>

**Pacific Education Group’s** – PEG’s mission is to address systemic issues of educational inequity by providing guidance to districts as to how to meet the needs of underserved student of color populations. They distribute Courageous Conversations About Race A Field Guide for Achieving Equity in Schools by Glenn E. Singleton & Curtis Linton

<http://www.pacificeducationalgroup.com/>

Project Implicit – Harvard University research study on implicit bias.

<https://implicit.harvard.edu/implicit/>

**The Social Justice Training Institute** – provides a forum for the professional and personal development of social justice educators and practitioners to expand and refine their skills and competencies in designing and facilitating diversity awareness experiences. There are two week-long trainings per year, usually one is on the East Coast in the summer and in Tucson in December. <http://www.sjti.org/>

**Southern Poverty Law Center** – SPLC is a social justice organization that is internationally known for its tolerance education programs, its legal victories against white supremacists and its tracking of hate groups. <http://www.splcenter.org/center/about.jsp>

**Stop the Hate** – The only resource of it’s kind specifically for college campuses, the Stop The Hate ... program was developed by the Association of College Unions International in partnership with the Anti-Defamation League, Tolerance.org of The Southern Poverty Law Center, the Center for the Prevention of Hate Violence and the National Center for Hate Crime Prevention... to take action on hate crimes and bias-motivated violence issues on his/her campus and region.”

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

**Study Circles Resource Center** – The Study Circles Resource Center is a national organization that helps local communities develop their own ability to organize large-scale and diverse participation in dialogue structured to support and strengthen measurable community change.

<http://www.studycircles.org/en/Index.aspx>

**Tolerance.org** – Tolerance.org is a principal online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity. Tolerance.org is a web project of the Southern Poverty Law Center. <http://www.tolerance.org/index.jsp>

**Understanding Prejudice** – is a web site for students, teachers, and others interested in the causes and consequences of prejudice.” <http://www.understandingprejudice.org/>

**University of Illinois at Chicago Art Education Program** – Spiral Arts Project provides several pages on maps and how they influence the way we see the world. Fun resource for training and art activities.

[http://www.uic.edu/classes/ad/ad382/sites/Projects/P008/P008\\_words.html](http://www.uic.edu/classes/ad/ad382/sites/Projects/P008/P008_words.html)

- **Posters**

**Diversity Posters at All Posters.com**

[http://www.allposters.com/-st/Diversity-Posters\\_c12920\\_s52985\\_.htm](http://www.allposters.com/-st/Diversity-Posters_c12920_s52985_.htm)

**Other Diversity Posters** <http://www.diversitygraphics.com/>

- **Books** – selected readings

Adams, M. et. al. (1997) (Eds.). Readings for Diversity and Social Justice. London: Routledge.

Anand, R. (2000). Teaching Skills and Cultural Competency: A Guide for Trainers. Washington D.C.: NMCI Publications.

Bennett, M. (ed.) (1998). Basic Concepts of Intercultural Communication: Selected Readings. Maine: Intercultural Press, Inc.

Brown, Cherie R. and Mazza, George. (2005) Leading Diverse Communities: A How-To Guide for Moving from Healing into Action. San Fransisco: Jossey-Bass.

Collins, Chuck and Felice Yeskel. Economic Apartheid in America: A Primer on Economic Inequality and Insecurity. (2005) New York: The New Press.

Derman-Sparks, L. and Brunson Phillip, C., (1997). Teaching/Learning Anti-Racism: A Developmental Approach. New York: Teachers College Press.

Fowler, S. and Mumford, M. (Eds.) (1995). Intercultural Sourcebook: Cross Cultural Training Methods, vol. 1. Maine: Intercultural Press, Inc.

Freire, Paulo. (2000) Pedagogy of the Oppressed. New York: Continuum.

Garcia, Mildred et.al. (2001) Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners. Washington D.C.: Association of American Colleges and Universities.

Gardenswartz, L. and Rowe, A. (2003) Diverse Teams at Work. Alexandria, Virginia: Society for Human Resources Management.

Goodman, D. (2001). Promoting Diversity and Social Justice: Educating People from Privileged Groups. Thousand Oaks, CA: Sage Publications.

Graves, Joseph L. (2001) The Emperor's New Clothes: Biological Theories of Race at the Millenium. New Brunswick, N.J.: Rutgers University Press.

Kendall, Frances E. Understanding WhitePrivilege: Creating Pathways to Authentic Relationships Across Race. (2006) New York: Routledge Taylor and Francis Group.

Loden, Marilyn. (1995) Implementing Diversity. New York: McGraw-Hill.

Smith, D et. al. (1997). Diversity Works: The Emerging Picture of How Students Benefit. Washington D.C.: Association of American Colleges and Universities.

Tatum, Beverly Daniel. (1997) Why are all the Black Kids Sitting Together in the Cafeteria? Perseus Books.

Taylor, Kay Lovelace. Through Their Eyes: A Strategic Response to the National Achievement Gap. (2004) Research for Better Schools.

Thomas, Roosevelt. (2006). Building on the Promise of Diversity. New York: American Management Association.

Thomas, Roosevelt. (1996). Redefining Diversity. New York: American Management Association.

Viernes Turner, C, (2002). Diversifying the Faculty. Washington D.C.: Association of American Colleges and Universities.

Wijeyesinghe, Charmaine L. and Bailey W. Jackson III (ed.) (2001) New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology. New York: New York University Press.

Wu, Frank. (2002) Yellow. Perseus Books.

- **Community Resources**

American Civil Liberties Union – Non-profit organization promoting civil liberties.  
<http://www.acluaz.org/>

American Association of People with Disabilities – A cross-disability member organization ensuring self-sufficiency and political empowerment. <http://www.aapd-dc.org>

Anti-Defamation League – advocacy and education organization “to stop the defamation of the Jewish people and secure the rights and fair treatment of all people.”  
<http://www.adl.org/regional/arizona>

Arizona Asian American Association – Organization of Asian Americans, Pacific Islanders and other interested persons to address common concerns, build unity among the various

groups, make representations and make recommendations to local, county, state and federal governments. <http://www.aaaa-az.org/>

Council on American-Islamic Relations – CAIR is “dedicated to presenting an Islamic perspective on issues of importance to the American public. In offering that perspective, we seek to empower the Muslim community in America through political and social activism.”

<http://www.cairaz.org/about.htm>

Human Rights Campaign – National civil rights organization working to achieve gay, lesbian, bisexual and transgender equality. <http://www.hrc.org/>

National Council of La Raza – civil rights and advocacy organization to improve opportunities for Hispanic Americans. <http://www.nclr.org/>

NAACP – The mission of the NAACP is to ensure the political, educational, social and economic equality of rights of all persons and to eliminate racial hatred and racial discrimination.

<http://www.maricopanaacp.com/>

Phoenix Indian Center – primary resource of social, economic, educational, leadership, employment and training for urban American Indians residing in Maricopa County.

<http://www.phxindcenter.org>



The Maricopa Community Colleges are EEO/AA Institutions.