

**SEMINAR MINUTES
MCCD DIVERSITY INFUSION PROGRAM**

**Friday, March 25th, 2005
Scottsdale Community College**

Members Attending: Remy Autz, Denise Bowman, Sylvia Doss, Larry Edmonds, David Finley, Roberta Gray, Paul Harasha, Jason Martinez, Patricia McIntyre-Coggeshall, Terry Mitich, Gita Perkins, John Pombier, Tina Rangel, Genesis Toole, Gary Shaffer, Deborah Van Marche, Patricia Becker, Christina Blanton, Sharon Blanton, Cindy Cassinat, Jonathon Green, Adrienne Tippet, Agnes Umuligirwa, Diana Hutchinson, Joan Porter Perline, Irvin Perline, Linda Rosenthal, and Bonnie Gray.

Members Absent: David Bradley, Douglas Brenner, Kevin O'Neill, Mirna Cabrera, Jessica Heartburg, and Brenda Lopez.

I. WELCOME

II. PROGRAM MANUAL SURVEYS

Participants filled out an anonymous survey which queried their opinions about the value of the new Program Manuals and provided them an opportunity to express their opinions about the content and coverage of diversity materials provided in the manual.

III. ACCOUNTABILITY MATERIALS:

Bonnie Gray went over the accountability materials that are due by the last seminar of the year, April 29th. The link to find these material is **<http://www.maricopa.edu/diversityinfusion/contract.htm>**. A list of these materials is provided below.

- A. Complete an on-line **Web page template** of how you infused your course. Part of this web page information includes a **summary of the results from your student evaluations**. After your students have evaluated your infusion of diversity into your course curriculum, please summarize the students responses. Do NOT provide raw data, or a list of every response. Rather, you only need to create a short summary of how students responded and what they thought of your infused course. You may include a few direct student quotes if you think this will be helpful.

- B. Complete an on-line **Analysis of the Diversity Infusion Project Process**.
This is a short survey-type instrument only requiring checkmarks.
- C. Complete an on-line **Aspects Of Diversity Focused Upon In Infused Classes**. This document requires you to simply list diversity aspects you infused in your course (e.g., gender, sexual orientation, ethnicity, disability, socioeconomic status, and so on).
- D. Complete an on-line **Faculty Evaluation**

IV. MISCELLANEOUS STUFF

A. Pictures of faculty

Pictures were taken of faculty and students who had not yet provided us with a picture. If you haven't had your picture taken by us, or sent us a picture, please do so as soon as possible (if not sooner). :-)

B. Send a quote about the Program

If you have not sent us a quote about your experiences in the Program, again, please do so as soon as possible.

C. Use of the Diversity Collection

Participants were reminded about all the new resources available in the Diversity Collection and encouraged to check out videos, books, workbooks, activity books, and whatever other materials that might help them in their courses.

V. APPLICATIONS FOR NEW FACULTY AND STUDENTS / MENTORING PROGRAM

Faculty and student are the ambassadors for our Program and the best way to spread the word about what we are doing. Everyone was encouraged to have a colleague or peer apply for the Program. Links to faculty and student applications are provided below.

A. On-line applications for faculty

Information: <http://www.maricopa.edu/diversityinfusion/REQ.HTM>

Application: <http://www.maricopa.edu/diversityinfusion/facultyapp.htm>

B. On-line applications for students

Information: <http://www.maricopa.edu/diversityinfusion/internreq.htm>

Application: <http://www.maricopa.edu/diversityinfusion/internapp.htm>

C. Faculty Mentors

This item was tabled until the next seminar.

VI. FACULTY PRESENTATIONS

Remy Autz (PC) discussed how he infused his CIS 105 course by using GIS maps. Students studied their own culture as well as other cultures. One assignment was for students to use presentation software to tell the story of a classmate and his/her family. The question students were to answer was “Given that the evolution of Computer Technology began in the 1950's, what factors have hindered or enhanced computer technology access for your classmate's family?” (Autz).

Paul Harasha (MCC) infused his Human Sexuality course by examining how increased globalization of the world has affected concepts, views, and practices of human sexuality. Students examined how cultures have viewed issues such as female genital mutilation, rape, prostitution, same-sex marriage, and gender identity. Paul also discussed a certificate of global citizenship that he and colleagues have created at MCC.

Pat McIntyre-Coggeshall (PC) infused EDU 230 by bringing in issues of American Indians. She shared a lot of good information about the American Indian population such as that they have the highest rate of unemployment and the lowest rate of academic achievement. Many have experience discrimination in school and therefore are mistrustful of the academic system. The average mortality age is 47 years old. She also provided wonderful handouts including one that discussed the most important values to Native Americans.

David Finley (SMCC) discussed with the group how he infused his Chicano Literature course. David suggested several videos including “La Vida Loca by L. J. Rodriguez (available in English or Spanish), “Female Emancipation Experience,” “History of Chicanos” which is a four-part PBS series, 50 minutes each, which depicts Chicano history going back 500 years, and “Chicanos: A History of the Civil Rights Movement in the United States” by F. A. Rosales.

VII. GUEST PRESENTATION: MS. RORY GILBERT, PROGRAM COORDINATOR, EOLT

Rory Gilbert, the District's Diversity Coordinator engaged the entire group in a cultural simulation game called “Bafa Bafa.” Following the game she did a debriefing of the activity. The purpose of the simulation is to experience what it feels like to interact with cultures other than your own, and to be with many people in a culture that is not your own.

VIII. FUTURE SEMINARS

Friday, April 29th – Peridot Room – **Graduation Day!**

Respectfully Submitted,

Bonnie A. Gray, Ph.D.