

MCCCD DIVERSITY INFUSION PROGRAM



SEMINAR MINUTES

Wednesday, June 4, 2008

Members Attending: Mary Burdett, Catherine Donnell, Lori Girshick, Tom Hansen, Rita Kasapis, Thomas Kirsch, Virginia Ludders, Savoy McKenzie, Betty Parisek, Lori Riedel, Kim Smith, Elijah Swift, Jr., Malik Toms, Sebastian Vempeny, Frank Zamora, Sharon Zygowicz, Paul Grocoff, Terry Mitich, and Bonnie Gray.

Members Absent: Karin Enloe, Francisco Garcia, Salina Gonzales, Vincent Huffman, Ben Makelele, Brian Moore, Alicia Mullings, Na Nguyen, Jennifer Peterson, Patricia Pullenza, Jim Reed, Chevas Samuels, Kaitlynn Santeford, Abe Sharif, Eric Stauffer, Hannie Karen Sy, Donna Thompson, Jeanne Tweeten, and Frank Wilson.

I. WELCOME AND INTRODUCTIONS

- a. Diversity Infusion Program Team Members were reintroduced. Bonnie Gray – the Program Executive Director, dr.gray@sccmail.maricopa.edu , Paul N. Grocoff – Diversity Helpline Coordinator, diversity.helpline@domail.maricopa.edu, Terry Mitich, Administrative Assistant to the Program – terry.mitich@sccmail.maricopa.edu
- b. Accountability Contracts were distributed and Accountability Contracts signed on May 12 were returned to those present.
- c. Information sheets were distributed and changes / corrections were made.
- d. Bonnie reminded participants that pictures for our website are needed. If you have not taken a picture or sent one in, several options are available. Digital pictures can be sent to us, you may get a picture taken at your college and send it to us, or the photographer here at SCC will be present at a future meeting to take your picture (hopefully the first seminar in fall on Friday, September 12).

1 **PROGRAM'S MISSION STATEMENT:** *The Maricopa Community College District Diversity Infusion Program enhances the ability of faculty to create a positive learning and teaching experience that includes increased awareness, understanding, appreciation, and respect for all people.*

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- e. Participants were asked to provide information about rewards and recognitions received. Please continue to keep us updated if you receive a reward or recognition outside of our Program.

- f. A testimonial will also be required. This is a short personal statement describing your experience in the Diversity Infusion Program. To view examples you may visit our website at www.maricopa.edu/diversityinfusion/ put your cursor over the bar on the left side titled “About the Program” and a drop down menu will appear. Click on “Quotes from Participants” and you will see what former participants have said about our Program. When you complete your testimonial you may send it to us and the webmaster will add it to our website.

II. SHARING

- a. Several articles related to Diversity were distributed to Participants to add to your manuals.
- b. If you find any famous sayings, quotes, or interesting articles related to diversity which you would be willing to share please send them to us or bring them to a future meeting and we will copy them and distribute them.
- c. The Program creates several Newsletters during the Fall and Spring Semester and distributes them District-wide. Please send any interesting tips, articles, resources, or announcements for inclusion. To view past Newsletters visit our website.
- d. We occasionally receive requests for guest speakers and Participants who would like to add their name to our Speaker’s Bureau list are invited to do so. A list was distributed and will be available at future meetings. We will provide the initial information, and then negotiations are between you and the requesting facility.

III. INFUSING DIVERSITY INTO YOUR COURSE

- a. One of the goals of the Program is to give you tools and activities to help you infuse your course. Activities and tools provided are to give you ideas; you do not have to use them. Bonnie Gray distributed an activity she uses in class to help students develop an understanding of their own culture. Prior to having them complete the activity she informs the students that all information provided will be kept confidential, they are free not to answer specific questions if they choose not to (ex: questions related to sexual identity), and she returns the original to them. Bonnie also encourages students who do not know about their ethnic culture to investigate by asking parents, grandparents, and/or family members.

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- b. Student Evaluations forms were distributed and discussed. Bonnie emphasized that reporting individual student's responses is not necessary. A summary is adequate and if you wish you may include several quotes from students.
- c. Students and Faculty were divided into break-out groups with Terry, Paul, and Bonnie to participate in an activity to brainstorm ideas regarding the infusion of diversity and/or diversity projects.
- d. One of the videos from the Teaching Tolerance series entitled – “The Shadow of Hate” was shown. This videotape can be used in the classroom and is available for intercampus loan. Check the Special Library Collection on Diversity housed at SCC at <http://www.sc.maricopa.edu/library/ResearchGuides/diversity.htm>.
- e. Following the movie, a questions / discussion period followed.

IV. DIVERSITY RESOURCES – although we will not be meeting again until the Fall Semester the following resources are available for guidance throughout the summer. If you need assistance or have questions do not hesitate to contact the Helpline or any of the resources listed below. Bonnie Gray recommended that participants take advantage of the many resources available to them through the Program because they can provide significant assistance while planning your infusion of diversity into the classroom.

- a. Diversity Infusion Program Website:
<http://www.maricopa.edu/diversityinfusion>
- b. The Diversity Helpline: Dr. Paul Grocoff at
<http://www.diversityhelpline@domail.maricopa.edu>
Paul Grocoff explained how the Diversity Helpline functions and discussed the many resources and services it provides to Maricopa employees.
- c. Special Library Collection on Diversity and Diversity guides –
<http://www.sc.maricopa.edu/library/ResearchGuides/diversity.htm>. The Diversity Library Collection is housed at SCC but all materials can be sent to other Colleges.

V. ACCOUNTABILITY

- a. Bonnie Gray emphasized the importance of attending the Diversity Infusion Program “Seminars” listed below.

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- b. It is essential to check your e-mail regularly since this is our means of communicating with you.
- c. If you have not signed an Accountability Contract you will need to do so at the next meeting.
- d. Special Services Contracts will be available on-line in the near future. We will be contacting you soon regarding the contracts.
- e. During the Summer Semester, Participants should be planning and preparing how they will infuse their courses for the Fall Semester.

VI. PROPOSED FUTURE SEMINARS – TO BE HELD IN THE PERIDOT ROOM AT SCC

Fall Semester, 2008: 2:00 – 5:00 pm (Student interns meet earlier at 12:45)

Friday, September 12th

Friday, October 17th

Friday, November 14th

Spring Semester, 2009: 2:00 – 5:00 pm (Student interns meet earlier at 12:45)

Friday, February 6th

Friday, March 27th

Friday, April 17th

Respectfully Submitted,

Terry Mitich

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Controlling Emotional “Hot Buttons” in Class

15 Suggestions

What follows is a list of coping skills for preventative maintenance when your hot button is activated by a student's anger, frustration, or resistance during class.

1. **Listen attentively without interrupting.** Take several deep breaths to help control your physical reactions.
2. **Take an inventory of your own feelings.** This can be helpful information to you in trying to assess how the class may be feeling.
3. **Acknowledge the students' feelings.** Make it okay for them to feel the way they do. Be sure to pause, and let someone else respond first.
4. **Make a conscious choice about your response.** You can get angry, try to address the situation, or have other students respond or ignore it. (Trying to respond is the best way to keep it from happening again.)
5. **Ask objective questions for clarification.** Open-ended questions are useful (e.g., “Can you say more about that?”)
6. **Try to see the student's point of view.** Agree when you can and use feedback to clarify the meaning of what you are hearing.
7. **Practice active listening with the class.** Have students who are arguing practice repeating back main points of the other's argument to test for understanding.
8. **Stick to the subject.** Define the problem and don't let other issues interfere.
9. **Be patient.** Some issues don't have immediate solutions. Be patient with the student, and with yourself.
10. **Express your point of view.** Don't force proof. Present your evidence without backing students into a corner.
11. **Explain why.** A reasonable explanation can often take the sting out of an emotional issue as well as shed some light for other students.
12. **Involve others in the discussion.** Don't get caught in a “class versus you” scenario.
13. **Reframe the problematic comment or point.** Try to make a positive point from their idea.
14. **Take a break.** This can give you time to calm down and gather your thoughts.
15. **Enforce the ground rules.** Once the class has agreed to them, remind the class that they made an agreement, and that you will hold them to it.