

**SEMINAR MINUTES  
MCCD DIVERSITY INFUSION PROGRAM**

**Thursday, October 14<sup>th</sup>, 2004  
Scottsdale Community College**

**Members Attending:** Remy Autz, Denise Bowman, David Bradley, Douglas Brenner, Sylvia Doss, Jason Martinez, Terry Mitich, Kevin O'Neill, John Pombier, Tina Rangel, Genesis Toole, Gary Shaffer, Christina Blanton, Tracy Pomeroy-Fromm, Nanci Burk, Irvin Perline, Joan Porter Perline, and Bonnie Gray.

**Members Absent:** David Finley, Roberta Gray, Paul Harasha, Julie Lynk, Patricia McIntyre-Coggeshall, Gita Perkins, Deborah Van Marche, Patricia Becker, Dionne Collins, Leah Heathcoat, Agnes Umuligirwa, and Kate Weiss.

**I. WELCOME**

**A. Comments about “Pink Triangles, Purples Hearts: Stories of Same-Sex Marriage”** – We had a very interesting discussion of participant's reactions to the presentation, all of which were positive and supportive. Reference was made to a “Heterosexual Questionnaire” which provides perspective as to what homosexual individuals go through when people ask them questions. The questionnaire can be found at several Websites by entering the term 'heterosexual questionnaire' into a Google search. This key word search will produce links to several copies of the form.

**II. MISCELLANEOUS ISSUES**

**A. Faculty and Student Manuals: Ms. Tracy Pomeroy-Fromm**

**Tracy** provided manuals to those who had not received one. She asked participants to provide feedback regarding the new manual and to share any interesting handouts that would be good to include in the manual. Next semester she will hand out an evaluation form for faculty and students to fill out regarding their opinions of the manual.

Those of you who did not receive a Table of Contents for the manual will find one attached to the e-mail message for you to print.

## **B. Book Fair in February**

**Bonnie Gray** shared the history of our Book Fair event. After some discussion, the group decided to have our Book Fair in February, at an event separate from our actual seminars. The two dates being explored for the Book Fair are February 18<sup>th</sup> and February 25<sup>th</sup>. Bonnie will check to see when the publishers are available.

## **C. March 25<sup>th</sup> seminar is Good Friday**

The group decided to hold our seminar as scheduled.

## **D. Discussion on faculty roles mentoring students**

Those present discussed various ideas for mentoring students in a way that would be most beneficial for learning and provide valuable experiences for both students and faculty alike. New faculty are not prepared to mentor students, so the mentoring role will continue on with our faculty mentors (those participants who have completed their one-year internship in the Program). A suggestion was made by **Kevin O'Neill** to add a question to one of our forms that asks faculty if they are willing to be a student mentor.

## **E. Please let me know when you do things related to diversity: write a paper, publish something, do a campus activity, win an award, etc. so we can share your good news.**

**Bonnie Gray** asked participants to share any accomplishments they have, any events they are doing, or any awards they have won related to diversity, so she can share your good news with others in the District. We want to demonstrate what people are doing with respect to diversity issues across the District. In addition, we maintain a web calendar and can support you by putting your diversity event on our calendar for all to see.

In addition, if you could e-mail to Bonnie any good resources you come across, Websites, books, videos, and so forth, she will add them to our Diversity Infusion Program Website.

## **F. Handouts and Miscellaneous**

**Bonnie Gray** provided to faculty some booklets on inclusiveness from Texas Christian University, an updated participant sheet, and a new article about diversity issues.

## **G. Gifts**

Each participant was given a 'graduation gift' early – a Program door sign and pin which they can wear to show people that they are in the Diversity Infusion Program.

### III. WEB SITE INFORMATION

#### A. Please send a picture of yourself and a quote about the Program

Participants were reminded that if they haven't done so already, to please send a digital picture of themselves and a quote about either their experiences in the Program or their opinions about diversity education in general. The former is preferred because these quotes are posted on the Program's Webpage so interested faculty can read what others have experienced during their time in the Program.

#### B. We will be taking more pictures of faculty at our December seminar

If you do not have a picture of yourself, we will be taking more pictures at our next seminar on Dec. 3rd. If we have already received your picture, then you can ignore this request.

#### C. Now on our Website:

Participants were told that their accountability information templates, as well as applications for new faculty and staff to join the Program, are now available on the Program's Website. All of these items can now be filled out on line. Also, **Mary Gibbons** has put up a new area on the Web that is specifically geared to faculty and students currently in the Program. More information on these items will follow (probably at the December 3<sup>rd</sup> seminar).

### IV. FACULTY PRESENTATIONS

**Dr. Sylvia Doss** presented how she infused her new course in Positive Psychology. She had her students apply positive psychology to diverse circumstances such as marriages and long-term relationships, work settings, aging, raising children, and overcoming obstacles. She explained how concepts of well-being in America came from three cultural traditions: Judaism, Christianity, and Greek Culture. Dr. Doss also has her students examine changing stereotypes concerning levels of happiness among the rich and the poor, the young and the elderly, the able bodied and the disabled, and those who are married and those who are single. She discusses in class different cultural views of happiness and she shared with the group various assignments she uses in class.

**Kevin O'Neill** infused his ENG 101 course, which was an ACE class consisting of all high school students. The focus on his infusion was age.

Through writing assignments, he had his students explore age, negative views on aging, biased language with regard to aging, and how age affects the human brain. Mr. O'Neill discussed two films he shows in class, "Harold and Maude," and "Heathers."

**Genesis Toole** shared with the group her methods for infusing her Woman's Studies course in "Gender, Race, and Class." She provided two handouts she uses with her students that described various class activities. She demonstrated one of those activities with our group using hula hoops which represent our cultural "lenses" through which we see the world (for example, race, sexual orientation, religion, and socio-economic background). Ms. Toole provided a reference to a book she recommends which is Teaching For Diversity and Social Justice: A Sourcebook (1997), edited by Maurianne Adams, Lee Anne Bell, and Pat Griffin and published by Routledge.

**John Pombier** infused his Constitutional Law course in a number of different ways. Mr. Pombier guides his students through an examination of the constitutional amendments and various court cases by exploring the cultural factors influencing decisions such as the make up of the Supreme Court, the diversity of the prosecutors, defense attorneys, and juries, and societal cultural influences of the time. Mr. Pombier also explores with his students concepts like affirmative action and an understanding of the people that the laws influence.

**Jason Martinez** is piloting a learning community using digital storytelling. The courses involved are his course on Introduction to Multiculturalism (CPD 160), a course on digital art (CIS 100), and a course on Introduction to Storytelling (EDU 292). The cohort of students going through these courses are all high school students. Mr. Martinez decided to use his course as a tool to infuse diversity into the other courses in the learning community. Students look at racial identity theory, the psychology of racism, the psychology of oppression, and gender issues through digital art and storytelling. He is even planning a film festival on sexuality and one on white privilege.

**Doug Brenner** infused his Interpersonal Communication (COM 110) course by addressing the needs of three student populations: American Indians, Hispanics (e.g., Latino / Latinas, Mexicans, etc.), and African Americans. Mr. Brenner shared a handout he used on high- and low-context cultures which goes beyond the typical issues usually discussed within this topic. He is also creating a website to provide additional information regarding these populations with regard to communication issues. Mr. Brenner recommended the website <http://www.awesomelibrary.org/> as a resource for diversity

materials and information to infuse your courses.

## V. SPECIAL INVITATION

The SCC Diversity Committee invites you to join them for a special workshop

entitled **“The Inclusion Breakthrough: Unleashing the Real Power of Diversity,”** featuring authors Dr. Fredrick Miller and Dr. Judith Katz. The workshop will take place on **Tuesday, October 26<sup>th</sup> from 8:00 am until 3:30 pm in the Turquoise Room.** Continental breakfast and lunch are included. If you would like to attend all -- or even part -- of this workshop, please **RSVP to Dee Duggan at (480) 423-6570 by Tuesday, October 19<sup>th</sup>, 2004.**

## VI. FUTURE SEMINARS

### **Fall Semester 2004**

Friday, December 3<sup>rd</sup>

### **Spring Semester, 2005**

Friday, February 4<sup>th</sup>

Friday, Feb. 18<sup>th</sup> or 25<sup>th</sup> – Book Fair

Friday, March 25<sup>th</sup>

Friday, April 29<sup>th</sup>

Respectfully Submitted,

Bonnie A. Gray, Ph.D.