

**APPENDIX 6A  
MCCCD 2002 DIVERSITY SURVEY- EMPLOYEE  
QUESTIONNAIRE  
SUMMARY OF RESULTS**

## **APPENDIX 6A**

### **MCCCD 2002 DIVERSITY SURVEY- EMPLOYEE QUESTIONNAIRE SUMMARY OF RESULTS**

*In April 2002, the Diversity Advisory Council developed an employee survey (MCCCD Diversity Survey- Employee Questionnaire) to assess attitudes and opinions regarding diversity in the workplace. The survey was administered electronically to employees of the Maricopa County Community College District. The survey was not mandatory and could be taken anonymously. Of the approximately 3900 Board approved employees and 1000 adjuncts, 1100 board approved and 117 adjunct employees responded. At the request of the Diversity Advisory Council's subcommittee on Workplace Diversity, this report has been prepared in order to summarize the survey results and to make training recommendations.*

#### **The Survey**

The survey consisted of 46 items. The majority were statements that required a response on a Likert type scale (1-5). One of the items was open-ended and allowed participants to respond freely and express any issues they felt were not addressed in the survey. A complete listing of all questions on the survey and the overall results is available online at: <http://www.dist.maricopa.edu/eod/diversitysurvey/>

#### **Results**

##### **Notable Overall Results**

- Several items that pertain directly to training will be addressed in this section.
- In terms of how people in general feel about diversity, 74% of participants agreed that the topic of diversity should be included during new employee orientations,
  - 31% of participants reported being tired of hearing, reading, and/or learning about diversity, and
  - 88% agreed that we should learn to appreciate and respect our individual differences.
  - In addition, 67% of participants felt that education about diversity would enhance their performance in the workplace.
  - In terms of the participant's perceptions of others in their workplace, 63% felt that employees at their work location demonstrated a commitment to meet the needs of underrepresented employee populations.

#### **Discussion and Recommendations**

Overall, the results of the survey tell us that there are multiple strengths that we can build on, and that diversity is valued as an important part of the MCCCD. When looking at the data as a whole:

- 88% of participants agree that we should learn to appreciate and respect our individual differences.
- 90% agree that discrimination should not be tolerated in the workplace.
- 69% agree that an ideal work climate includes people from every race.

- 67% agree that education about diversity will enhance their performance in the workplace

Most of this is encouraging, and consistent with work done by researchers. Knouse and Dansby (1999) found that workgroup diversity increases perceived work-group effectiveness. MCCCDCD employees seem to be open to the possibility that diversity can improve our institutions and make them better

However, when the results are examined according to different interest groups, some potential problems emerge.

#### **Analysis of Responses Based Upon Race**

- Minority group members tend to feel less of a sense of belonging on campus than Whites do, with African Americans and Biracial/Multiracial individuals reporting the lowest levels.
- Minorities tend to perceive things to be less fair than Whites do, with African Americans consistently reporting the lowest levels of perceived fairness.
- African American participants consistently feel there is not a commitment to meet the needs of underrepresented racial and ethnic employee populations.

There is a trend that in general, minority group members feel differently than do Whites about the state of affairs in the district with regard to diversity. Though not all minority groups agree on the areas of concern, they are consistently different from Whites. African Americans tend to stand out because their responses are consistently the most different from the responses of White participants. This level of discomfort in the workplace is potentially quite detrimental to the performance of minority members in general, and specifically African Americans as they reported the most discomfort and the highest perceptions of unfairness.

Part of the difference in attitudes about diversity could be attributed to the information that emerged in the open-ended question. The responses indicated that many in the MCCCDCD believe that the district is implementing quotas, and that using affirmative action strategies will lower the quality of the workplace. Because minority members may be perceived as having benefited from these types of programs, a backlash against them can occur. Many researchers feel that viewing affirmative action from a purely legal standpoint creates an adversarial situation with winners and losers (Soni, 1999). Creating an environment in which there are winners and losers not only creates Minority vs. White tension, but also Minority vs. Minority tension in which people are in competition for what are perceived to be limited resources.

#### **Draft Recommendations:**

- Education about how the MCCCDCD affirmative action policy is implemented should take place on a broad scale, so that all employees have the accurate information. Clarity on the difference between goals and quotas is also needed. This could take the form of online training, an informational handout, or through presentations to employee job groups.

- The distinction between affirmative action and diversity should be made in order to establish how the roles of the different doctrines in the workplace.

### **Analysis of Responses Based Upon Gender**

The only question in which there was a significant difference based upon gender was Question 4: *“I am tired of hearing, reading and/or learning about diversity”*. While this may suggest that men and women feel differently about how often they have heard about the topic, the fact that there were not other significant differences suggest that men and women feel the same about the importance of diversity. In addition, though the percentages on the gender specific questions were slightly different for men and women, they were not statistically significantly different, suggesting that women do not feel less fairly treated with regard to gender than men. These results are encouraging.

### **Analysis of Responses Based Upon Sexual Orientation**

While significance tests were not conducted on this analysis, the percentage of Homosexual participants that felt employees were not treated fairly with regard to sexual orientation was over half (58%) while for Heterosexuals it was less than ten percent (9.3%). These findings potentially present some concerns with regard to the well being of employees that are not heterosexual. Because the survey questions did not ask specifically about the reasons for the feelings, reference to recent research by Waldo (1999) may provide some suggestions.

**Heterosexism is a term that focuses on the normalizing and privileging of heterosexuality (Waldo, 1999). Herek (1992) defines heterosexism as “an ideological system that denies, denigrates, and stigmatizes any non-heterosexual form of behavior, identity, relationship, or community” (p. 89). The research findings by Waldo (1999) suggest that for homosexual employees, heterosexism is associated with adverse psychological, health, and job-related outcomes.**

#### **Draft Recommendations:**

- Managers and administrators should be clear about the non-discrimination policy. All employees should be aware of the non-discrimination policy and the implications of that policy.
- Training about the harm that heterosexism does should be offered. The current Safe Space Training responds to this need, and if widely available, could help in this regard.

### **Analysis of Responses Based Upon Employee Group**

For the majority of questions, there were no differences between the perceptions of the different employee groups. This is encouraging news. The results that adjunct faculty do not feel a sense of belonging on their campuses is understandable, based upon the time spent on campus. However, this can be problematic as well. Adjunct faculty far outnumber residential faculty on the campus. Their well-being is important to the integrity of the academic programs offered in the MCCC. Many adjunct faculty become residential faculty, which is encouraging because it indicates that the perception of a lack of belonging is not preventing adjunct faculty from applying for jobs. Based on this survey, minority members are less likely to feel a sense of belonging. This might translate

to concerns for minority adjunct faculty as well. These feelings may be even more pronounced for minority adjuncts than for White adjuncts.

**Draft Recommendations:**

- Each department that hires adjunct faculty should be required to have an adjunct faculty meeting at least once per academic year. These meetings could allow adjunct faculty to get acquainted with each other, and with residential faculty in the department.
- Recognition for outstanding service by adjunct faculty members could be instituted that allows departments to recognize adjunct faculty for their contributions to departmental goals and objectives.
- Each college should provide adequate shared office space for adjunct faculty.

**Analysis of Responses Based Upon Age**

For the most part, there were no significant differences based on age. Because of the size of the 70 or above group, conclusions based on their responses are difficult to make. When they did differ from the other groups, they tended to do so in a direction that affirmed diversity. The only question for which there were significant results between the other age groupings was Question 14 (My supervisor treats me fairly.) For this question the groups that indicated that things were not fair were the 25-39 age group (8%) and the 40-54 age group (10.4%). While these differences are significantly different from the other groups, they are relatively small percentages. It is complicated by the fact that the lowest and group and highest age group reported feeling that they were treated fairly. Because of that, there is not a clear trend.

**Open Ended Questions**

These questions provide some interesting insight into how people feel about diversity issues. Instead of re-stating the results, we will go directly into recommendations:

- As stated in the results of the Race analysis, there needs to be education as to the nature of the districts affirmative action policy. Many people seem to believe that affirmative action means a quota system. This is an important enough issue that it could be addressed at spring convocation, and through some type of further diversity training.
- Many people reported their concern about diversity lowering the quality of the MCCC. This fallacy needs to be addressed district wide, and at every level of the organization.
- A clearly articulated rationale for having diversity goals could diffuse some of the concern about diversity being a “buzzword” with little meaning. This could be accomplished through electronic communication, perhaps as part of the newsletter published by the Diversity Advisory Council. Hard copies of the newsletter could be distributed so that it reaches all employees.
- Clearly articulating goals and the rationale for having diversity goals could help with the reported fear some people had about responding to the survey. It is important that communication be clear, direct, fast, and that the lines of communication be open so that people know what they are being asked and why they are being asked.

### **Conclusion**

Overall, the results were positive. Most people value diversity, feel it is important, and feel there should be diversity trainings offered. However there are some problem areas. The MCCCDC is now faced with the challenge of building on past success in this area to create a more welcoming environment for all employees. This will most likely improve morale and workplace productivity.

### **References**

- Herek, G. M. (1992). The social context of hate crimes: Notes on cultural heterosexism. In G. M. Herek & K. T. Berrill (Eds.), *Hate crimes: Confronting violence against lesbians and gay men* (pp. 89-104). Newbury Park: Sage.
- Knouse, S. B. & Dansby, M. R. (1999). Percentage of work-group diversity and work-group effectiveness. *The Journal of Psychology, 133*, 486-494.
- Soni, V. (1999). Morality vs. mandate: Affirmative action in employment. *Public Personnel Management, 28*, 577-594.
- Waldo, C. R. (1999). Working in a majority context: A structural model of heterosexism as minority stress in the workplace. *Journal of Counseling Psychology, 46*, 218-232.

**APPENDIX 6B**  
**MARICOPA COMMUNITY COLLEGES**  
**EQUAL EMPLOYMENT OPPORTUNITY & AFFIRMATIVE**  
**ACTION**

prepared by Gerry Bradshaw, Manager

**Nondiscrimination**

The Maricopa Community Colleges is committed to creating an environment free of workplace discrimination; and to provide equal opportunity for all employees without regard to their race, color, religion, age, national origin, gender, sexual orientation, disability, or veteran status. These objectives will be attained through various methods:

1. Staff development. The EEO/AA Office conducts and/or facilitates workshops and training on recognizing cultural biases, legal aspects of screening and hiring, concepts of equal employment opportunity, and supervisory training.
2. Awareness. Periodically, broadcast electronic announcements on topics of cultural special interest are provided as an educational and awareness tool. The EEO/AA Office also participates in community outreach; and maintains membership in professional organizations that espouse equal opportunity and principles of nondiscrimination.
3. Employee Forum. If an employee feels s/he has been discriminated against, the EEO/AA Office provides a safe and confidential environment where the concerns may be addressed.
4. Monitoring. All aspects of the recruitment, application, screening, interview, and hiring processes are periodically reviewed to ensure that barriers to equal opportunity, fairness, and equity are removed.
5. Assessment. Periodic analyses of the various basis of employee complaints of discrimination are conducted to define areas of opportunities and develop proactive corrective measures.

**Affirmative Action**

The goal of affirmative action is to develop and implement good faith efforts to recruit, hire, and maintain an inclusive workforce; and to eliminate the vestiges of past discrimination.

1. Affirmative Action Plan. This self-study plan is enhanced and updated annually.
2. Establishment of hiring goals. As required by law, each year a statistical analyses and underutilization study is conducted to determine areas where there are deficiencies in the representation of females and minorities. Where

an underutilization exists, hiring goals – not quotas – are established. This translates into special emphasis recruiting and good-faith efforts to improve and ensure minority and female representation in the applicant pools.

3. **Recruitment and Outreach.** Recruitment and outreach activities have steadily increased to improve the diversity of the pool of qualified candidates. We also provide technical assistance and training for employees to become competitive for promotional opportunities. Special emphasis is placed on areas of underutilization for minorities. The recruitment activities will be revised to add additional focus on female and disabled applicants. We, also, facilitate relationship-building between organizational, trade, and civic groups--whose membership include those in the protected classes--to reinforce MCCC'D's commitment to affirmative action; as well as to solicit input for improvement of our outreach efforts.
4. **Training.** The EEO/AA Office conducts training in various areas of affirmative action principles.
5. **Assessment.** Periodic statistical data are generated that analyzes and monitors the effectiveness of affirmative action measures.

## **Statistical Data**

1. **Underutilization.** As mandated by federal law, an affirmative action plan must compare the availability of applicants with the requisite skills within the recruitment area to the makeup of the employer's existing workforce. If there is not parity, then underutilization exists. Hiring goals, not quotas, must then be established. Underutilization analyses must be prepared for females and minorities.
  - As of the last Affirmative Action Plan, underutilization of females was identified in the classifications of executive/administrative/managerial; lower level professionals; and service maintenance. Among the faculty ranks, underutilization of females were identified in disciplines of Art/Music/Drama; Math & Computer Science; Social Sciences; and Vocational/Technical.
  - Action taken to address these areas of deficiency included recruitment activities; technical assistance to the Women's Leadership Group; and recruitment and outreach assistance to the Crafts Apprenticeship program. We fully expect that a significant improvement will be realized in the 2003-04 Affirmative Action Plan.
  - Underutilization existed for minorities in the areas of higher-level professionals; and skilled crafts. Minority representation was deficient in the following faculty disciplines: Art/Music/Drama; Health Care; Math & Computer Science; Science; and Vocational/Technical.
  - Aggressive recruitment activities were instituted with positive results. Over the past year, MCCC'D attended in excess of 14 recruitment activities/conferences, making contact with 300+ potential faculty,

managerial, and administrative candidates. As with female outreach, assistance was provided to the selection committee for the Apprenticeship Program to broaden their scope to ensure larger representations of minorities applied.

## 2. Discrimination Complaints

From November 1, 2002 through October 23, 2003, the EEO/AA Office processed 25 internal claims of discrimination.

## 3. Workforce Analyses

- As of October 1, 2003, MCCCCD counted 4,098 full- and part-time employees (temporaries, adjunct, casual and student workers are not included). Of that count, 58.7% were female; and 28.1% were minority. The disbursement by race/ethnicity is: Black 6.4%; Hispanic 17.2%; Asian 2.6%; Native American 1.9%; and White 71.9%.
- These values represent an increase of minority and female employees over last year's workforce makeup at the same point in time. The respective counts for October 1, 2002 were 58.0% female; and 27.5% minority. Gains were realized in the representation of Black, Hispanic and Asian employees. Native American employee counts remained steady.
- As of October 1, 2003, MCCCCD employed 1,314 regular, one-semester-only, and one-year-only faculty. Females represented 54.6%, while 21.1% of faculty were classified as minority. The racial/ethnic breakdown is: Black 5.1%; Hispanic 11.0%; Asian 3.3%; Native American 1.7%; and White 78.9%.
- These tabulations reflect an increase of Females (all races/ethnicities), as well as Black, Hispanic and Native Americans of both genders in the faculty ranks over the same period one year prior. The statistics for Asians remained static.
- Between October 1, 2002 and September 30, 2003, MCCCCD hired/rehired 658 employees. Twenty two percent were minority and 62.0% of hires/rehires were female. (Rehires are one-year-only, one-semester-only, and specially funded employees who were terminated on June 30<sup>th</sup> and rehired on July 1<sup>st</sup>.)
- During the same period, MCCCCD hired/rehired 56 faculty. Five percent were minority and 55.5% were female.

## APPENDIX 6C

Employee & Organizational Learning Team (EOLT) provided the following diversity related learning opportunities during FY 02-03. Each course focuses on some aspect of diversity, such as identifying and understanding various change, work, communication, listening, inter-cultural and customer interaction styles/preferences/differences and how to create a respectful and productive work environment given these aspects.

<b>Course Name</b>	<b>Date</b>	<b>Location</b>	<b># Participated</b>
Who Moved My Cheese?	7/11/2002	GCC	19
Dealing with Difficult Customers	7/18/2002	GCC	28
Exploring Paradigms	7/25/2002	SMCC	20
Difficult Conversations	8/19/2002	SCC	25
Are You Change Ready?	8/22/2002	PC	15
Dealing with Difficult Participants	8/27/2002	DO	4
Increasing Intercultural Competence	9/10/2002	GCC	20
Maximizing Potential of Learning Styles	9/12/2002	DO	6
Maximizing the Potential of Differences	9/19/2002	DO	25
Maximizing Your Potential for Dealing with Differences-NAU	9/19/2002	Tempe High School	15
Understanding Listening Approaches	9/26/2002	Rio	8
Emotional Intelligence	10/9/2002	GCC	7
Delegating Effectively	10/30/2002	Phone Bridge	3
Getting Along Means Getting Ahead	11/1/2002	SCC	6
Managing Performance: Conducting Effective Performance Conversations	11/20/2002	MCC	21
Exploring Paradigms	12/9/2002	SMC	20
Exploring Paradigms	12/10/2002	SMC	20
Getting Along Means Getting Ahead	12/11/2002	GCC	20
MEET on Common Ground	1/3/2003	GCC	53
Managing Performance: Conducting Effective Performance Conversations	1/29/2003	GCC	12
Improving Trust in Your Job Relationships	1/30/2003	SMCC	8
The Art of Leadership: Take	1/30/2003	SMCC	9

It Higher w/Humor			
Managing Performance: Conducting Effective Performance Conversations	2/20/2003	Rio	9
Maximizing Your Communication Potential	2/21/2003	CGCC	15
Delegating Effectively	2/25/2003	Phone Bridge	0
Delegating Effectively	3/5/2003	Phone Bridge	7
Art of Leadership Take it Higher with Humor	3/25/2003	MCC	35
Difficult Conversations	3/27/2003	PC	12
MCCCD Supervisor 101	4/2/2003	GCC	12
Maximizing the Potential of Differences	4/10/2003	CGCC	8
Conflict Resolution	4/11/2003	PC	23
MCCCD Supervisor 101	4/18/2003	GWC	14
Listening Skills for Advisors	4/30/2003	SCC	20
Exploring Paradigms	5/5/2003	SMCC	10
Exploring Paradigms	5/6/2003	SMCC	14
Dealing with Change/Who Moved My Cheese?	5/9/2003	PC	14
Maximize Your Mentoring Capability	6/24/2003	GCC	18
Maximize Your Mentoring Capability	6/24/2003	RIO	47

**Total: 622**

**APPENDIX 6D**  
**REPORT OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES ON**  
**DIVERSITY**  
**June 2002-June 2003**

Prepared by Maria Harper-Marinick, Ph.D.  
Director, Maricopa Center for Learning and Instruction (MCLI)

## **INTRODUCTION**

Our mission states that “in order to foster student success, the MCLI is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs and resources.” We strive to promote continual learning and innovative ideas to enhance the quality of education for a diverse population. Below, is an outline of the activities and projects supported between June 2002 and July 2003 that relate specifically to diversity and intercultural competence.

## **PART I- FACULTY EVENTS**

### **Dialogue Days**

- *Strategies and Technologies for Teaching Students with Disabilities*  
January 24, 2003, Scottsdale Community College  
Attendance= 95

This dialogue day was facilitated by Kirk Behnke from the Center on Disabilities at California State University, Northridge. The purpose of the event was to increase awareness among faculty and staff of both the technologies and strategies available for supporting students with disabilities.

- **Meeting the Challenges of Lifelong Learning in Maricopa.**  
March 27, 2003, Scottsdale Community College  
Attendance= 42

The Senior Adult Network retreat brought together faculty and others to share best practices and greatest challenges related to lifelong learning in Maricopa.

### **Workshop**

- *Diversity and Communication in the Service Learning Experience*  
18-hour workshop co-sponsored with Campus Compact  
Participants= 15

The purpose of this workshop was to acquaint the participants with the multifaceted role of culture and communication in the service-learning experience in a way which facilitates their ability to engage students in discussions inherent to the process of service-learning.

## **PART II- LEARNING GRANTS**

Learning Grants Awarded by MCLI to Faculty for 2002-2003 to fund projects related to diversity.

- **Intercultural Competence Applications in Distance Learning**

Rio Salado College

Five Rio Salado Faculty Chairs and five adjunct faculty worked together to draft and pilot applications of Intercultural Competence concepts and skills in Distance Learning materials in order to increase student learning. The project was focused on researching applications for infusing intercultural competence into teaching and learning strategies and then drafting specific applications of adapting communication in teaching and learning in 3 possible areas: writing clear directions for assignments, providing assignment choices, and writing feedback to students on assignments.

- **Live @ Your Library--Losing Geography, Discovering Self**

Paradise Valley Community College

Paradise Valley Community College and the Maricopa County Library District collaborated on this project to encourage students, recent migrants, and veteran neighbors to participate in communal events by creating a central space for these individuals to join into the greater society.

- **Universal Design in Learning**

Paradise Valley Community College

Universal Design in Learning is a way to improve instruction and promote student learning by identifying and utilizing exemplary approaches to learning. This enhanced instruction is not only for students with disabilities, but for all students including ESL, underprepared, and other diverse populations of students. The focus of this project was to train faculty members from around the district, through dialogue days, in the principles and procedures of Universal Design in Learning.

## **PART III- FACULTY IN PROGRESS PROGRAM (FIPP)**

The Faculty in Progress Program (FIPP) is a training and recruitment effort open to all Maricopa employees. FIPP is the result of the work of the Faculty Recruitment Commission that was established in the fall of 2000 and charged with developing strategies for faculty recruitment. The Commission's goals were to suggest changes to faculty hiring policies and procedures, develop a "grow your own" program, and develop/promote best practices. FIPP addresses the "grow your own" goal.

The program responds to several needs: 1) a large number of residential faculty in Maricopa will be eligible for retirement over the next three to five years and Maricopa may be hiring more than 100 faculty each year for the next decade; 2) Maricopa demographics are changing and the Governing Board has adopted a goal that indicates that students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

The main purpose of FIPP, a two-semester internship, is to provide the selected faculty interns with mentoring and professional development activities that result in the knowledge and skills needed to prepare them to be competitive in the pursuit of a residential faculty position. The program, however, in no way guarantees a job. FIPP Faculty Interns, when applying for a residential faculty position, must complete the same selection process as any other applicant.

FIPP was implemented as a pilot program during the academic year 2001-2002. Eleven interns participated representing each of the ten Maricopa colleges and the District Office. In 2002-2003, the program's second year, each of the ten Maricopa colleges and the District Office sponsored a total of 15 interns. Twelve interns have been hired as full-time faculty or obtained one-year only teaching assignments as of August 18, 2003.

During the spring of 2003 a program evaluation was conducted as a follow-up to the initial formative evaluation that was conducted during the spring of 2002. The evaluation was designed to assess the effectiveness of the FIPP Program in meeting its primary goals and its value to the interns, mentors, and other stakeholders. The evaluator reviewed workshop evaluations, attendance data, the FIPP Pilot Year 2001-2002 evaluation report, the FIPP 2003-2004 and 2003-2004 guidelines, minutes from the Faculty Recruitment meetings, and consulted with the FIPP Coordinator. During the spring semester 2003, the evaluator also conducted interviews with each of the interns and administered questionnaires and surveys to the interns, mentors, members of the Faculty Recruitment Commission, members of the Faculty Executive Council, college presidents, and deans of instruction. Data collected from the 2001-2002 pilot program and throughout the 2002-2003 program have been used as the bases for program improvements. Improvements included changes to the application and selection processes, application materials, and clarification of eligibility requirements and Faculty Intern responsibilities. In addition, a more comprehensive professional development plan and additional training for mentors as to their roles and responsibilities have been implemented.

For the academic year 2003-2004, 12 individuals have been selected as FIPP Faculty Interns, once again representing the ten Maricopa colleges and the District Office. The Faculty Interns are required to participate in a variety of professional development activities planned by both the FIPP coordinator and by the Interns' colleges and mentors. Each Faculty Intern, with guidance from the mentor, develops a learning contract that outlines the goals and activities that will help the individual enhance skills. Generally, activities include supervised and unsupervised teaching; observing master teachers; attending orientations; participating in department and division meetings; and participating in MCLI dialogue days and learnshops and in college-sponsored workshops related to teaching, learning, and assessment. In addition, Faculty Interns will read and discuss books about teaching, learning and assessment.. Mentors will receive *The Mentor's Guide* book and other resources relating to mentoring.

FIPP-sponsored activities for 2003-2004 include:

**Fall semester:**

- Faculty Intern And Mentor Orientation
  - FIPP Purpose, Goals, And Expectations, by FIPP coordinator

- *Lessons Learned*, presented by Diane Breed-Williamson, faculty at Mesa Community College, and FIPP 2002 Intern and Jan Joransen, faculty at Mesa Community College and FIPP 2002 Mentor.
- *Hiring Practices in Maricopa*, presented by Christine Hall and Lupe Gutierrez, Employee Services
- *Mentoring* workshop, by FIPP coordinator
- Faculty Intern And Mentor Luncheon
- *Building Your Resume* -- Part I, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Building Your Resume* -- Part II, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Building Your Resume* -- Part III, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Teaching Portfolio*, presented by Dr. Susan Miller, faculty at Mesa Community College
- *Interviewing Skills* -- Part I, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- *Interviewing Skills* -- Part II, facilitated by Stephanie Fujii, faculty at Estrella Mountain Community College
- Faculty Intern And Mentor Sharing And Feedback Sessions
- *Instructional Skills Workshop*, presented by Dr. Joe Ortiz and Linda Hicks, faculty at Scottsdale Community College
- MCLI Learnshops and Dialogue Days

### **Spring Semester**

- Community Building/Site Visits
- *Assessment as Evidence of Learning*, facilitated by Dr. Maria Harper-Marinick, Director of the Maricopa Center for Learning and Instruction
- *Sharing and Learning About General Education At Maricopa*, facilitated by Stephanie Fujii, faculty and Linda Scott, Coordinator of Enrollment and Academic Advisement at Estrella Mountain Community College
- MCLI Learnshops and Dialogue Days
- Faculty Intern And Mentor Sharing And Feedback Sessions
- FIPP Showcase

**APPENDIX 6E**  
**WOMEN'S LEADERSHIP GROUP**  
**MENTOR PROGRAM**

**PROGRAM SUMMARY**

The Women's Leadership Group of the Maricopa Community Colleges was formed to provide for the continuous development of a strong and supportive work environment for the diverse women of Maricopa. Its priorities include the support of professional development for Maricopa women. In 2000, in conjunction with the MCCD Legal Department, the Women's Leadership Group designed a mentoring program to provide a vehicle for women to prepare to take advantage of advancement opportunities within the Maricopa Community Colleges.

The goals of the Women's Mentoring Program include:

- Exploring Mentees personal and professional goals and expectations
- Exploring job options and opportunities within the Maricopa colleges
- Enhancing personal and job development skills
- Improving job survival techniques for succeeding in Maricopa
- Encouraging participation in professional development opportunities
- Providing a support network through regularly scheduled group activities
- Encouraging mentees continuing professional development

The program is open to Governing Board approved women, who have worked for at least two years, in MAT, PSA, M&O, crafts and security positions. It is designed to support upward mobility for female employees, particularly those interested in management positions. Participants have come from all of the Maricopa Colleges and the Skills Center. The largest numbers are from PSA, with over 50% from grade 9 and 10. Often they aspire to management positions, while other participants are interested in higher-level PSA positions. Some have clear goals in areas such as technology or student services, others are exploring options. Those participants who are MAT are interested in director or dean level positions. Often they are working on a degree, typically at the bachelors or masters level. Sixty-one women have completed the program, some in the initial pilot program.

There are two key components to the program. Each participant works with a mentor to provide an opportunity for discussion of her personal and professional strengths and challenges, as well as career options. Mentors are selected by the program planning team to match the professional development interest of each of the program participants. Mentors have primarily, but not exclusively, come from management positions at the colleges and the district office.

Program participants also attend monthly sessions designed to help them learn more about the Maricopa Community Colleges, and how to be successful in reaching their professional goals. Presenters are drawn primarily from expertise available within the Maricopa colleges and district office. Session topics include an introduction to the Maricopa culture, assistance in defining career goals and career tools such as dressing for

success. The District Employment Office provides an overview on how to obtain a job in Maricopa and, together with the Career Center directors, supports applicants in the development of resumes, cover letters and preparing for interviews.

Networking is emphasized in the program. Those who participated in the original pilot evaluated it as a very important component. They appreciated the opportunity to meet and talk with the Chancellor, Vice Chancellors and Presidents, as well as to meet mentors and participants from across the District. Each participant also has the opportunity to practice public speaking by delivering her summary remarks at the program graduation.

Participants in the program felt that it accomplished all of the goals, many to a very significant degree. Mentees also reported that they reached 85% of the goals that they set for themselves during the program. Participants intended to continue working on their goals and stay in touch with their mentor after the program.

## **APPENDIX 6F**

### **DIVERSITY INFUSION PROGRAM**

Dr. Bonnie Gray, Ph.D  
Director, MCCCDC Diversity Infusion Program

The following information represents significant changes and updates to the MCCCDC Diversity Infusion Program over the last year, as well as plans for the current academic year, 2003-2004. Additionally, a summary of services offered by the Program and some summary statements are provided.

#### **Progress of the Diversity Infusion Program**

The Diversity Infusion Program is beginning its sixth year of existence. During that time, more than 110 different courses (representing more than 51 course prefixes) have been infused with diversity by faculty participating in the Program (see Appendix 6G). The actual number of courses infused with diversity is much larger than this figure owing to the fact that after faculty leave the Program, they often continue to infuse other courses they teach.

At present, 20 faculty and six student interns from across the District are participating in the Diversity Infusion Program for the 2003-2004 academic year, and many different aspects of diversity are being infused into courses (see Appendix 6H and Appendix 6I). Additionally, many faculty who have completed the Program continue to serve in a mentor capacity. The Program continues to be vibrant and productive and highly sought after as many faculty compete for participation. Each year approximately three times more faculty apply for the Program than there are openings. Many faculty have offered to participate without any financial stipend, just to have an opportunity to be part of the Diversity Infusion Program.

#### **Accomplishments and Plans for Academic Year 2003-2004**

A few of the many accomplishments made by Program, and current plans are listed below.

Our Program has seen a wonderful increase in recognition and popularity by both those within the district as well as outside the district. I have received many inquiries by individuals at educational institutions around the country asking me to teach them about the infusion model.

Each year, more and more faculty and students wish to participate in the Program. We are proud of the great demand to be part of this Program. Evaluations of the faculty's attempts to infuse their courses have indicated that the Program has been extremely successful. In addition, faculty members' evaluations of their own experiences in infusing their courses have been very positive.

A greater number of participants continue to remain actively involved in the

Program after their one year commitment and continue to diversify other courses which they teach.

We continue to have many guest speakers attend our seminars to discuss various aspects of diversity, important issues to know when dealing with diverse populations, and how to teach students diversity knowledge and greater respect for individuals of diverse backgrounds. Program participants have given these speakers excellent reviews. Also, participants have been fortunate to view several wonderful videos on diversity.

We are planning a “Diversity Book Fair” at which all the major book publishers will bring their products to show faculty some of the resources available to them to incorporate diversity into their curricula. We did a pilot of this event last year and it was very successful.

We are beginning another phase of outcomes assessment for the Program that is more elaborate than previous phases.

The student interns are doing exceptional projects this year. These projects will benefit other students, their colleges, and the district at large. All of our students have the opportunity to present their diversity projects to the Diversity Infusion Program and to the Diversity Advisory Council (DAC). In addition, student mentors will have the opportunity to participate on the DAC this year as a pilot program.

The web site for the Program is undergoing a major update and enhancement. We are currently adding new links, on-line application forms, on-line materials for participants, separate pages for each of our services, and a student internship section with biographies, pictures, and descriptions of projects accomplished by our interns. We have received many compliments about the value of the web site and about its ease of use.

Many new titles have been added to the Special Library Collection on Diversity, and the methods for accessing the collection have been made simpler.

The Diversity Infusion Program is planning a District-wide dialogue day to provide a “safe space” for individuals to ask questions and to generate discussions related to diversity.

A logo for the Diversity Infusion Program is currently being designed. One use of the logo will be to create a door sign that will signify those individuals who have participated in the Program. The logo is part of a developing campaign to further enhance visibility of the Program.

### **Diversity Infusion Program and Related Services**

The Diversity Infusion Program provides services to enhance the infusion of diversity issues and perspectives into the curriculum. A list of these services follows.

- A. Diversity Helpline:** The Helpline provides a resource and referral service for information and help with infusing the curriculum with diversity. The Helpline also maintains a speaker's bureau, puts out memos to alert those in the district to important developments related to diversity, and to search for resources within the district. The Helpline can be reached by telephone at (480) 731-8868 or by e-mail at [diversity.helpline@domail.maricopa.edu](mailto:diversity.helpline@domail.maricopa.edu).
- B. Faculty Mentor Program:** After faculty have completed the Program they may choose to stay on as mentors helping new faculty entering the Program. There are approximately 20 faculty who have stayed active as mentors in the Program. Information about our mentors will soon be available at the following address:  
<http://www.maricopa.edu/diversityinfusion/Mentor.htm>
- C. Student Internship Program:** Students interested in diversity issues may apply for a one-year internship with the Program. This relatively new service has been growing in popularity. Information about our current interns can be found at  
<http://www.maricopa.edu/diversityinfusion/Intern.htm>.
- D. Diversity Web Site:** The Web site continues to be updated and expanded. The Web site has information on how faculty have infused their courses, information about the Program, and diversity resources. The web site can be found at [www.maricopa.edu/diversityinfusion](http://www.maricopa.edu/diversityinfusion).
- E. Special Library Collection:** Many new titles have been added to the collection and are available through inter-library loan by anyone in the District. The collection can be seen at the following internet address:  
<http://www.maricopa.edu/diversityinfusion/Library.htm>

Summary and Conclusions

The Diversity Infusion Program is extremely successful and continues to offer faculty and students outstanding and memorable opportunities for learning about the diversity infusion model and for infusing diversity into the curriculum. Participants have called the Program a “life-changing experience” which “positively impacts society” and an “excellent vehicle for professional challenge and growth that has positive future outcomes for students and faculty alike.” The Program has reached and /or exceeded expectations for encouraging faculty to infuse their curricula with diversity issues and perspectives. New goals have been set and outcomes will be measured after the current year.

One of the key areas in which we are working is to promote a more expanded – or broader – view of diversity across the District. I have chosen the slogan “Diversity is more than meets the eye” to emphasize that diversity is more than just the color of one’s skin, one’s ethnicity, or one’s religion. This will be an ongoing educational process.

The key challenge for the Program is to find ways to obtain additional funding necessary to expand our services and to support those activities which continue to be very successful. Another challenge is for all of us to find ways of becoming more culturally and globally aware and sensitive. This includes developing a broader understanding of what diversity means as well as bringing this awareness and appreciation to our students, our campuses, our communities, and our society.

Respectfully Submitted,

Dr. Bonnie A. Gray  
Director  
Diversity Infusion Program

**APPENDIX 6G**  
**LIST OF COURSES INFUSED WITH DIVERSITY ISSUES AND**  
**PERSPECTIVES: 1999-2004**

AAA 150 = American Indian Studies

ABC 121 = Basic Construction Skills

ABC 122 = Electrical Level One

AIS 105 = Introduction to American Indian Studies

AIS 170 = American Indian Studies

AJS 230 = Police Function / Marriage and Family

ART 161 = Ceramics I

ART 167 = Painting I - IV

ASB 102 = Intro. To Cultural Anthropology

BIO 160 = Human Anatomy and Physiology

BIO 201 = Human Anatomy and Physiology I

BPC 101 = Intro. to Windows

BPC 110 = Computer Usage and Applications

CFS 157 = Marriage and Family Life

CHM 130 = Fundamental Chemistry

CIS 105 = Computer Information Systems

COM 100 = Intro. To Human Communication

COM 110 = Interpersonal Communication

COM 225 = Public Speaking

COM 230 = Small Group Communication

COM 241 = Oral Interpretation of Literature

COM 259 = Communication in Business and Professions

CPD 102AS = Conflict Resolution

CPD 103BL = Dynamics of Leadership

CPD 103BE = American Indian Studies

CPD 150 = Strategies for College Success

CRE 101 = Critical and Evaluative Reading

CRE 201 = Critical Reading and Writing in a Global Society

CWE 198 = Counseling career choices

DMI 260 = Nuclear Medicine Imaging I  
DMI 270 = Nuclear Medicine Imaging II

ECE 102 = Intro. To Engineering Analysis / Tools

ECN 111 = Microeconomic Principles  
ECN 112 = Macroeconomic Principles

EDU 291 = Children's Literature

ENG 041 = Interactive English in the Workplace / Power ESL  
ENG 071 = Fundamentals of Writing  
ENG 101 = Freshman English  
ENG 102 = First-Year English Composition (Composition focus and Research focus)  
ENG 111 = Technical Writing  
ENG 213 = Introduction to the Study of Language

ENH 110 = Intro. to Literature  
ENH 285 = Contemporary Women Writers  
ENH 291 = Children's Literature

FON 100 = Introduction to Nutrition  
FON 241 = Principles of Human Nutrition

GBS 110 = Human Relations in Business / Industry  
GBS 151 = Introduction to Business  
GBS 205 = Legal, Ethical, and Regulatory Issues in Business  
GBS 220 = Quantitative Methods in Business

GLG 101 = Introduction to Geology I – Physical Lecture

GPH 111 = Introduction to Physical Geography

HCC 130 = Fundamentals in Health Care Delivery  
HCC 208 = Health Care Leadership

HIS 101 = History / West Civilization Mid Ages-1789  
HIS 104 = United States History from 1870 to Present  
HIS 105 = Arizona History  
HIS 140 = American Indian History  
HIS 243 / REL 243 = History of World Religions

HSM 222 = Health Services Management

HUM 107 = Humanities Through The Arts  
HUM 209 / WST 209 = Women and Film  
HUM / THE 210 = Contemporary Cinema  
HUM 250 = Ideas and Values in the Humanities

IBS 201 = International Business Studies

IND 134 = Basic Construction Skills

IND 151 = Electrical Level One

JRN 201= News Writing

LAS 131 = Legal Writing

Various Library Instructional Courses.

MAT 091 = Algebra with Anxiety Reduction

MAT 120 = Intermediate Algebra (Slower Paced)

MAT 121 = Intermediate Algebra – Learning Community

MAT 122 = Intermediate Algebra

MAT 150 = College Algebra

MAT 151 = College Algebra / Functions

MAT 151 = College Algebra / Functions – Learning Community

MAT 156 = Theory of Elementary Math

MGT 101 = Techniques of Supervision

MGT 171 = Introduction to Marketing

MGT 229 = Management and Leadership I

MGT 253 = Owning and Operating a Small Business

MHI 145 = American Jazz and Popular Music

MHL 143 = Music in World Cultures

MHL 153 = Rock Music and Culture

MUP 225 = Guitar I

MUP 226 = Class Guitar II

NUR 161 = Nursing Process / Critical Thinking I

NUR 163 = Health Assessment / Health Promotion I

NUR 169 = Nursing Science

PHI 101 = Intro. to Philosophy

PHI 213 / REL 213 = Bio-Medical Ethics

PHI 243 = World Religions

PHY 111 = General Physics I

PON 210 = Perioperative Nursing and Surgical Technology

POS 210 = Political Ideologies

PSY 101 = Intro. to Psychology

PSY 230 = Statistics

PSY 240 = Developmental Psychology

PSY 245 = Psychology of Adult Development  
PSY 277 = Human Sexuality

RDG 091 = College Reading Skills I

REL 213 / PHI 213 = Bio-Medical Ethics  
REL 243 / HIS 243 = History of World Religions  
REL 243 / PHI 243 = Philosophy of World Religions

SOC 101 = Introduction to Sociology  
SOC 130 = Human Sexuality

THE 210 = Contemporary Cinema

VPT 104 = Scriptwriting

WST 209 / HUM 209 = Women and Film

courses

110+

**APPENDIX 6H**  
**ASPECTS OF DIVERSITY FOCUSED UPON BY FACULTY IN**  
**2002 AND 2003**

The numbers after each aspect of diversity represent the number of faculty reporting having focused on that aspect (N = 46 faculty)

Geographical location	25
Nationalities	36
Ethnic background	43
Racial background	34
Religion and religious background	28
Spiritual background	14
Family heritage and customs	27
Societal heritage and customs	26
Personal relationships	15
Gender	28
Gender identity	12
Age	21
Marital status	9
Social-economic status	23
Physical and mental health	14
Biological, psychological, or social factors influencing one's life	26
Abilities and / or disabilities / handicaps / challenges	21
Occupation	17
Work habits	11
Sexual orientation	12
Sexuality	8
Language and communication style	16
Physical appearance	15
Thinking style	16
Tolerance / intolerance	15
Other	6

## **APPENDIX 6I**

### **SOME OF THE ASPECTS OF DIVERSITY FOCUSED UPON BY PREVIOUS DIVERSITY INFUSION PROGRAM PARTICIPANTS**

Diane Abel. AJS230 Police Function

Ethnicity: The Role of Cultural Influences and Family Structures

Gender: The Role of Gay/ Lesbian Parents in Society

Marital Status: Stressors on Police Families

Tolerance/ Intolerance: Cultural Patterns within Parental Roles/ Methods

Owen Anderson. PHI243 World Religions

Basic beliefs about the nature of reality

How basic beliefs produce different religions

How religious practices are the expression of basic beliefs

That all people are religious in that all people have basic beliefs

Basic unity is in agreement of basic beliefs

Diversity arises from disagreement to basic beliefs

The effects of continued diversity as a civilization

Robert J. Anderson. ELE102 Engineering analysis Tools and Design

Learning the culture of engineering: Differences across the discipline;

Contributions by different cultures; How differences are present today; Discipline and embracing difference of opinion; Role meanings; Synergy and the importance of group decisions; Breaking down barriers for success; Impact of consequence in different societies.

Lori Anonsen. FON100; FON241

Food choices of various cultures

Relationships between diet and lifestyle diseases of various cultures

Genetic predisposition, age and gender as related to lifestyle disease rates.

Tom Bloodworth. AJS230 Police Function

Nationalities: 1) Irish Immigrant Experience in Policing 2) Special Populations,  
New Immigration Patterns

Gender Identity: 1) Women in Policing 2) Homosexuals in Policing

Marital Status: Stressors on Police Families

Tolerance/ Intolerance: Civil Disturbance and Disobedience in History of Policing

James H. Boyle. MGT251 Human Relations in Business

Mentally and/or Physically Challenged

Causes of Xenophobia

Cultural Lifestyles

Global Ethics

Diversity in the American Workplace

Cheryl Bradshaw. COM100 Introduction to Human Communication

Communication

Cultural Self-awareness

Different Cultures  
Attend Community Cultural Events  
Present an Inter-cultural / International Program for Two Elementary Schools

Alisa D. Cooper. ENG101 Freshman Composition  
Ethnic Minorities Culture  
History of Multi-cultural American Racism  
World Religions  
Disabilities  
Gender and Sexual Orientation

Darrell Copp. HUM210 Contemporary Cinema  
Ethnic / Racial Lifestyles including Chinese, Latin American, African American  
Film  
Female / Feminists Perspectives in Film  
Third World Perspectives in Film  
French and Australian Films  
Gay / Lesbian Perspective in Film  
Physically Challenged Perspective in Film

Linda Cronquist. CIS105 Survey of Computer Information Systems  
Human Differences and Ways of Combating Intolerance

Deanette Devereaux. HCR230 Culture and Health  
Family Genealogy  
Migration / Immigration Patterns  
Foreign Films  
Correspond with "Pen Pals" in a country other than U.S., that represent one's  
country of origin  
"Buddy-up" with an international student  
Attend an International Student activity  
Eat at an ethnic restaurant  
Shop at grocery specializing in ethnic foods  
Prepare an ethnic origin dish and share at the feast at the end of the semester  
Explore a novel or work art by an artist or writer of your country of ethnic origin  
Research and report on a current health problem in one's country of origin and  
describe efforts being taken to assist in what is still required  
Identify and international health / relief organization on-line, and research the  
purpose methods and goals of it  
Pandemics that are current in the world and what efforts are taken in the U.S. and  
country of origin to address the problem  
Examine non-traditional methods of healing  
Set-up on-line chat room with nursing school in another country

Jeanne Dial. DMI262 Nuclear Medicine Imaging I; DMI270 Nuclear Medicine Imaging  
III

Diversity in the work place  
Phases of diversity

Diverse populations in health care  
Diversity affects patient care  
Diverse patient group to research

Camille Di Scala. BIO160 Introduction to Human Anatomy and Physiology

Communication Skills

Public speaking, related to diversity

Research Skills

Self-awareness of Family Medical History, Culture, Ethnic Background,  
and Religious Customs

Interviewing Skills

Awareness of Other's Differences as to their Culture, Traditions, Health  
Issues, Diseases Specific to Certain Ethnic Groups, Religions, Gender,  
Age, Race, Birthplace, Family Customs, and Social Factors

Appreciation of Other's Contributions to Society and Occupations

Personal Growth

Edlyn Durr. LAS131 Legal Writing

Physical disability

Age discrimination

Racial segregation

Immigration laws and types of student visas for community college students  
coming from outside the U.S.

Indian gaming laws, both Federal and State, that affect Arizona tribal gaming.

Laws permitting gay or lesbian marriages or other recognized unions across the  
United States.

Federal, State and Local laws in our community concerning hate crimes.

Federal and State laws affecting language minority students in Arizona schools.

Local and State legislation designed to combat gang activity

Affirmative Action in college admissions or in hiring.

Christina Eide. MHL145 American Jazz and Popular Music

Culture self-awareness in terms of preferences in music

The diverse cultural and social elements that contributed to the beginning of jazz  
and its continuing development

African American jazz innovators

Latin jazz innovators

European jazz innovators, especially those from a gypsy background

Leaders in bringing diverse musical styles together

Leaders in integrating jazz bands

Role of racism in the development of jazz

Prominent jazz musicians who played a role in the civil rights music through their  
music, action and words.

Mario Esquer. VPT104 Script Writing

Importance of Creating Characters for Scripts that are of a Diverse Background

How Ethnic Backgrounds affect the Characters Perception of the World and  
the World's Perception of Them

How Different Cultures Keep Their Traditions and Sense of Family, Honor and Duty

How to Search for Your Family Roots

Mike Farabee. BIO181 General Biology I  
Role of Women in Science

Dana Fladhammer. BPC110 Computer Usage and Applications  
Differences Related To: Ancestry, Birthplace, Language, Physical  
Attributes, Education, Hobbies, Holidays, Work, and Future Goals  
Benefits of Being Aware of Diversity

Mauro V. da Fonte. SGT210 Advanced Surgical Procedures  
Medical terminology  
Word Roots  
Latin and Greek suffixes and prefixes  
Basic healthcare Spanish  
Cultural differences and similarities between the U.S. and Latin American  
countries  
Cultural sensitivity

Mary E. Gibbons. MUP225 Classical Guitar I  
Role of music, in particular, the guitar as a tool for celebrating cultural diversity  
and a tool for building intercultural communication.  
Bridge generation gap surrounding music styles.  
Specific tools are included to facilitate participation by students who have  
physical situations affecting their ability to cope with the motor and perceptual  
demands of the learning tasks.  
A longstanding misperception of guitar as a man's instrument is finally fading.

Arunee Grow. ECN111 Microeconomic Principles; ECN112 Macroeconomic Principles  
Global Diversity-related Examples Integrated into Economic Theory  
Community Service Assignment

RaNae Healy. CPD150 Strategies for College Success  
Common Characteristics of Change  
Discussion of World Events  
China-Historical Facts, Politics, Culture and Religions  
Australia-Culture, History, Aboriginal Population  
India-Culture and Religion  
Focus on Each Person's Own Culture, Family and Rituals

Paul T. Hietter. HIS105 Arizona History  
History of MLK Holiday in Arizona

Linda C. Hicks. COM100 Introduction to Human Communication  
Inter-cultural Communication, Attitudes and Skills  
Ethnocentrism Continuum/ How to Communicate with Equality across Cultures  
Gender Differences in Communication

Identifying Personal Biases/ Interviewing Someone from a Different Culture to Overcome Bias

Candace Hughes. ENH291 Children's Literature

- Importance of affirming the home, religion, and cultural customs of children from a wide variety of nations and regions
- How the children of farm workers view the world
- Books which would help children stay in school
- Perspective of third world cultures
- Nations facing civil war and invasion
- Inter-religious relationships
- Differing interpretation of news and world history
- Children who are handicapped
- Children who come from homes where there is alcoholism and drug addiction

Kathleen Iudecello. ENG102 First Year Composition

- Gender Matters
- Race and Ethnicity
- Class Sexuality
- Able-bodiedness
- Age
- Religion

Carol A. Jenkins. SOC101 Introduction to Sociology

- Complexities and Diversities in American Rural Life
- Rural Community Change
- Multi-cultural Inter-group Dynamics
- Rural Crime and Deviance
- Rural Poverty--Welfare Reform

Alex M. Joncas. ENH110 Introduction to Literature

- Study of Cultures, Creeds, or Races
- Explore Unfamiliar Traditions through Literature

Catherine Johnson. MHL143 Music and World Cultures

- Cultural self-awareness
- Cultural others-awareness: acquaintance
- Cultural, previously unknown awareness: unfamiliar traditions
- Multi-cultural society: multi-cultural music
- Financial/class status awareness: music of the oppressed
- Speaking out against prejudice, injustice, etc: power in music
- Healing awareness
- Language awareness: reflection of the language/culture in music
- Holiday's music
- Evolution of music

Eileen Johnston. SOC130 Human Sexuality

- Ethnic/racial groups in relation to: Physical attractiveness – Physical

characteristics – Physical development; Gender roles; Communication styles; Sexual orientation; Cultural differences; Sexual expression.

Steve Kadel. GLG101 Introduction to Physical Geology  
Female and Minority Geo-scientists and Their Contribution to the Field

Jane Kelsey-Mapel. ART161 Ceramics I  
Southwest Pueblo Indian Pottery and Culture  
Historical and Contemporary Styles  
Construction, Decorating and Firing Techniques  
Relationship of Art to Native American Culture

Sujatha Krishnaswamy. CHM138 Chemistry for Allied Health  
Role of women in science, particularly chemistry  
Countries of origin  
Culture and traditions of these countries  
Socio-economic factors in these countries  
Tolerance and inclusiveness toward the role of women in science

Steve Mashalidis. PHI101 Introduction to Philosophy  
Cultural Self-awareness  
Hispanic and African-American Philosophies: Their Contribution to  
Philosophical Thought  
Multi-culturalism and it's Philosophical Foundation

Johnnie Clemens May. ENH285 Contemporary Women's Literature  
Female/ Feminists Perspectives via Literature Study, Historical Awareness,  
and themes and Issues in Women's Lives  
Appreciation of Various Sub-cultures in American Society  
World Cultures as Related to Women's Issues  
Gender and Gender Identity Issues  
Racism as Related to Women in our Society  
Spiritual and Religious Diversity  
Socio-economic Status  
Family Heritage and Customs

Ed Lipinski. PSY230 Introduction to Statistics  
Diversity beyond Gender or Ethnic Groups

Thomas Lombardo. PHI101 Introduction to Philosophy  
Cultural and Feminists Perspectives

Sharon Luczu. HSM226 Ethics and Legalities of Health Services Management  
Instill Awareness of Students' Attitude Toward Diversity  
Realization that Valuing Diversity Should be a Free Choice Response  
Fair and Equal Treatment of People  
Differences are Valuable

Mary Ann Maher. SOC101 Introduction to Sociology

Diversity in Arizona  
Culture, Class, Economy, Racism, Sexism, Ageism, and Disabilities Applied to  
Daily Lives

D. Allen Meyer. POS210 Political Ideologies  
Liberation Ideologies of Vulnerable Groups in American Society: African  
Americans, Hispanic Americans, Asian Americans, Women, Native Americans,  
Religious Groups, Homosexuals

Kristine Ouzts. GBS220 Quantitative Methods in Business  
Diversity as it Relates to Business Decisions that Involve Presenting Analytical  
Materials to Diverse Audiences and the Decision Process of Groups that  
Encompass Diversity Individuals  
This Includes but is not Limited to: Ethnic, Racial, Cultural/Educational,  
Social Skills Associated with Working with Other (Diverse) Students on  
Group Projects

David Raffaele. PHY111 General Physics  
Multi-ethnic Study  
Explore In-depth Life of Multi-international Scientists

Nora Amavisca Reyes. EDU291 Children's Literature  
Study of Multi-cultural Children's Literature

Jim Rubin. CPD103BL Dynamics of Leadership  
Thinking Style  
Behavioral Style  
Communication Style  
Personal Relationships  
Use of Service Learning with Emphasis on Ethnic and Racial Background,  
Physical Disability, Social/Economic Status and Age

Vanessa F. Sandoval. COM230 Small Group Communication  
Communication  
Cultural Self-awareness  
Non-verbal and Verbal Communication Patterns Related to Cultural Differences  
Learning Styles and Thinking Patterns within Diverse Groups  
Different Theories, Perspectives on Small Group Communication Concepts

Judy Shelkin. COM226 Public Speaking  
Speech Topics Related to Diversity and Designed to Provoke Discussion

Eileen Schiff. CFS157 Marriage and Family Life  
Self-awareness Questionnaire  
Explore Self and Global Diversity  
Explore Multi-ethnicity  
Explore Religious Differences  
Explore Inter-racial Relationships

Glenn Sims. SOC101 Introduction to Sociology  
Multi-ethnic, Socioeconomic Study

Terry Simmons. ASB102 Introduction to Cultural Anthropology  
Language  
Family development  
Political economics  
Subsistence  
Ethnicity  
Globalization  
Bio-diversity

Dixie S. Swan. COM241 Interpretation of Literature  
Various kinds of literature representing a wide range of many aspects of diversity:  
Ethnic / racial lifestyles including African American; Asian American;  
Latinos; Native American.  
Gay/lesbian perspective:  
Aids--aftermath  
Physical and mental Health  
Socioeconomic differences  
Age--differences

Roselyn Marie Cruz Turner. COM230 Small Group Communication  
Diverse / Multi-cultural Society  
Speaking Out Against Negative Attitudes  
Tolerance for Homosexuality  
Immigrants and Students with Limited English Proficiency  
Inter-racial Relationships

Ann Brandt Williams. PSY240 Developmental Psychology  
Self-awareness Questionnaire  
Heredity and Environmental Similarities and Differences over a Lifetime

Ellen Williams. PSY277 Psychology of Human Sexuality  
Human Sexual Behavior including Transsexuals, Gays and Lesbians  
Childbirth Differences between the United States and Great Britain

Pearl Williams. CRE101 Critical and Evaluative Reading  
General Diversity

Keith Worth. MAT120 Intermediate Algebra  
Examination of world population issues focused on the disparities between  
regions and countries worldwide pertaining to land use  
Arable land: land almost exclusively available for food production  
Students use population and geographic data from several countries around the  
world and assuming exponential growth of world populations, students  
choose a certain final limit for density of land use to find the year that the  
earth will reach the limit  
Socioeconomic and cultural environment of the future