I recently had the opportunity to work with the UA English Graduate Union’s Committee on Equity, Diversity, and Inclusivity (EGU-EDI). The committee is charged with addressing issues of diversity and equity among graduate teaching assistants (GTAs) in the Writing Program. The committee chairs asked me to facilitate a GTA-specific workshop, designed to provide resources, information, and training related to diversity in the classroom. Specifically, we discussed issues of classroom incivility toward graduate instructors with minority identities (of race, gender, sexual orientation, being a non-native speaker, etc.). The chairs crafted an agenda for the event which quickly was discarded because of the rich dialogue that ensued following my introductory remarks. This workshop, more than any other I have conducted, was extremely eye-opening. The GTAs shared valuable stories regarding challenges, such as microaggressions, that often go—systematically and institutionally—unnoticed, as well as the impact on their careers (via negative teaching evaluations by students). Emotionally, the GTAs expressed their frustrations with these institutional and affective barriers, their anxiety related to their careers, the emotional turmoil endured through microaggressions from undergraduate students, and ongoing concerns of garnering support from administrators and faculty.

This is a reminder to us all (particularly administrators and faculty) to think about graduate student labor at the UA. We must inquire about their successes and challenges in teaching undergraduates at UA while we simultaneously work to support their education and future success. Graduate students compose a critical population on our campus, undertaking research and teaching. They deserve our unwavering attention and support.

I also want to take this opportunity to recognize a UA faculty member who has been a great ally in the work of diversity and inclusiveness. The Office for Diversity and Inclusive Excellence is very grateful for the support of Dr. Sheri Bauman, Professor and Director of the Counseling graduate degree program at the University of Arizona, and supporter of the Voices of Discovery (VOD) Intergroup Dialogue Program. VOD depends heavily on the leadership of our facilitators and Dr. Bauman has offered exemplary leadership in her collaboration with ODIEX by providing graduate student facilitators for VOD. I would like to extend my gratitude to her and her students who staff the VOD program.

Finally, ODIEX would like to congratulate our newest graduate assistant, Abraham Weil, who successfully defended his dissertation. Dr. Weil will be moving to California as an Assistant Professor in the Department of Women’s, Gender, and Sexuality Studies at California State University, Long Beach. We wish him well in his new endeavors and thank him for his contributions to Inclusive Excellence at the University of Arizona. Bon Voyage!

Jesús Treviño, Ph.D.
Vice Provost for Inclusive Excellence and Senior Diversity Officer
ODIEX Summer Reading List

- Martha P. Cotera, *Chicana Feminist* (Systems Development, 1977)
- Paula Gunn Allen, *The Sacred Hoop: Recovering the Feminine in American Indian Traditions* (Beacon, 1986)
- bell hooks, *Feminism is for Everybody: Passionate Politics* (South End Press, 2000)

How Can I Support DACA Students?

Scholarships for DACA Students

The UA President's Scholarship Fund is open and available for current UA students with DACA to apply for the summer and fall 2018 semesters. Donate to the fund, now more than ever. Support DACA students here: https://tinyurl.com/y7zcvyhd
Thank you to the 300 UA staff, faculty, students and community members who attended the 2nd Annual UA Inclusive Excellence Symposium. At this year’s symposium, we collaborated with the Campus Food Pantry to combat student food insecurity on our campus. Addressing food insecurity is one of the issues that the Marginalized Students of UA focused on and is one of the recommendations from the Diversity Task Force. We thank all of our attendees for donating a food item for the UA campus pantry. In addition, we also want to thank the Tribal Relations Office for providing 21 out of 22 flags of the tribes within the state of Arizona. We cannot emphasize the importance of acknowledging the land the UA resides on, which is the Tohono O’odham Nation. This year, we had two wonderful keynote speakers: Dr. Amanda Kraus who addressed issues related to disability and Dr. Damon Williams who highlighted Inclusive Excellence on a structural level. In addition to our keynote speakers, we had 18 workshops related to topics such as gender-based violence, multiracial identity, food insecurity, the experiences of student populations such as first generation, veterans and transfer, disability stereotypes and microaggressions, SafeZONE, immigrant resiliency, stereotypes of Muslims, and language diversity. We heard a lot of positive things about the symposium and our hope is more of the UA community can attend next year.

See more about the symposium in this article:
https://uaatwork.arizona.edu/lqp/more-300-turn-out-second-annual-inclusive-excellence-symposium
Tip from the DRC: Captioning Video

The University is committed to ensuring that information is accessible to everyone who uses University resources. Captioning and/or transcription is an essential part of ensuring access to audio/video materials, and in some cases is required by federal law. Some examples of materials that must be captioned include:

- Audio/video content that is mandatory for all students
- Audio/video content that is mandatory for all employees, such as employee training videos
- Audio/video content that is job-related for employees who use captioning as a reasonable accommodation

Adding captions is always good practice! Captions benefit deaf and hard of hearing individuals, non-English speakers, those with learning disabilities, visual learners and all users in a noisy environment. Captions and transcripts also make audio material searchable. There are new requirements related to the accessibility of the UA’s public online content.

UA departments are responsible for ensuring public media is captioned. Learn more about captioning on UA’s ITaccessibility site or email itaccessibility@email.arizona.edu.

More Tips from the DRC: Flexible Work Arrangements

A flexible work schedule, compressed workweek, academic year position, job sharing...we all have different ideas of our ideal work arrangement. Managing the demands of both work and personal life is important. Conflict that occurs between work and life can cause stress, reduced productivity, and at times result in expensive turnover.

Although no one particular work arrangement will work for everyone, a successful flexible work arrangement can be an effective tool to increase productivity and job satisfaction while meeting departmental objectives and employee needs both in and out of the workplace. The University’s Flexible Work Arrangements Guide describes models, considerations and resources available when exploring flexible work. Typically, an employee submits a written proposal to their manager to request a flexible work arrangement.

If a department has a practice of approving flexible work arrangement requests for any number of reasons (e.g., long commute, caregiving responsibilities), the manager may approve a similar request for an employee with a disability, medical condition or health need. Both the employee and supervisor can explore this request, but should not discuss the details of the disability, medical condition or health need or request medical documentation.

Before such a request is denied, however, the employee and/or manager should consult with the Disability Resource Center (DRC) at (520) 621-3268 about whether the employee may be eligible for the University’s process for requesting a reasonable accommodation. DRC arranges reasonable accommodations for disabled and pregnant employees, including most employees with long-term health conditions.
Last month, Kristi Sprowl (top left) shared crucial information about access to education and health services for women living with HIV. In her talk “Heroes in Victory: Deconstructing stigmatization among women with HIV,” she discussed the ways that education and access to resources can work toward destigmatizing HIV.

“Stigma happens in layers,” she explained, offering tangible explanations and goals of working toward a more inclusive community. Sprowl (College of Public Health) serves as the program coordinator for PowerSource, an organization designed to provide resources, support and care for women living with HIV in Pima County, AZ.

For more information about the talk, or how you can support PowerSource, contact our office or contact Kristi Sprowl directly at ksprowl@email.arizona.edu.

Closing out this year’s CatChat series, Michael Brasher (bottom right) from the School of Geography and Development facilitated an informative conversation about issues pertaining to gender-based violence in the Tucson community.

Beginning with the recent Aziz Ansari scandal and the subsequent national reactions, Brasher explored the ways that the case highlighted broader cultural shifts regarding sexual violence and men’s roles in feminist movements. Nuancing the differences between “bad sex” and coercion, he asked how the #metoo moment can help us to unpack the hurtful experiences that we’ve otherwise called normal. He asked the audience to think about how accountability needs to function to end violence against women.

For more information about his work or resources in the local community, email him at brasher@email.arizona.edu.
Office of Life & Work Connections

Family Resource Map: Visit the interactive Family Resource Map. Locate diaper-changing stations (in male and female restrooms), family restrooms, lactation spaces, and highchairs at the University of Arizona. This mobile map is brought to you by Life & Work Connections, a unit of Human Resources. Lactation spaces, building availability and family resources may be subject to change.

You may also be interested in the video link and an employee comment (click here, scroll down). Organizers with events ranging from the Tucson Festival of Books to Commencement have made the Family Resource Map a traditional part of their ongoing resources.

Thanks to the 2018 ODIEX Student Advisory Board

Working with the Office for Diversity and Inclusive Excellence (ODIEX), the Student Advisory Board is comprised of student leaders across the university. This committee provides a platform for students to give feedback directly to the Office for Diversity and Inclusive Excellence while providing healthy and helpful dialogue towards creating more inclusive spaces and events on campus. These student leaders provide a full perspective on the inclusivity of the ODIEX’s signature programming.

We would like to acknowledge and thank the 2017-2018 students:

- Associated Students of the University of Arizona
- Disability Resource Center
- Disability Resource Center
- Eller College of Management
- Eller College of Management
- Native American Students Affairs Cultural Center
- Undergraduate Admissions
- United Sorority and Fraternity Council
- Panhellenic VP of NM Services

Anna Woolridge
Alex Spartz
Steven Wilson
Daniela Blanco
Bryndon Bush
Ariel Shirley
Andrea Gautheir
Jovana Becerra
Daniella Nieto