

# Office for Diversity & Inclusive Excellence Newsletter

Establishing an Inclusive Excellence infrastructure for the UA has manifested in the creation of diversity committees by colleges and vice-presidential administrative areas.

To date, 20 such committees and groups have been established to work on embedding diversity and inclusiveness throughout the UA. As an update, some of the committees are finishing their Inclusive Excellence reviews and are beginning to submit progress reports to my office. Thanks to all the deans, diversity committee chairs, and student, staff, and faculty committee members for their hard work. We appreciate your contributions to creating the Inclusive Excellence University for the 21st Century. We have a ways to go, but there is no doubt that the journey has started. I will keep the UA community updated as progress continues on I.E.

Thanks to all of you who came out to support the first annual Inclusive Excellence Symposium. We had a great turn-out and hope to continue to improve for next year. Please place the date of the next symposium on your calendar: Friday, March 30, 2018 in the Student Union Memorial Center.

As we get closer to the end of the academic year, congratulations to all of our graduating students. Thanks so much for all your contributions to the UA. Your work leaves a legacy that improves the educational experience of the new incoming class. I would like to thank, in particular, those students who made contributions to diversity and inclusiveness. We will miss you. Our work from now on will be to continue your legacy of Inclusive Excellence. Go Wild Cats!

Jesús Treviño, Ph.D.  
Vice Provost for Inclusive Excellence  
Senior Diversity Officer

As you visit campus, be sure to speak a word of thanks to the Tohono O'odham and Pascua Yaqui people upon whose land we are guests here in Tucson. As guests and scholars we will build this community and continue the development of leaders for 'Indian Country.'

**Correction:** In last month's newsletter, we included some information on Disability Allyship. Subsequently, we received important feedback on some of the terminology that was included, particularly the term "able-bodied." While the term "able-bodied" has been used in the past to describe people who are not disabled, there has been critique of this language usage because it implies that the bodies of people with disabilities are somehow lesser or less capable. The recommended language is describing someone as a "non-disabled person" or a "person without a disability." Thank you to those who pointed out this error and greatest apologies for having used out-dated terminology in the first place. As much as our office tries to research background and review each newsletter before its release, if there are ever any issues with this or other publications, please reach out to us so that we can be accountable and communicate those corrections.

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Compiled by Mel Ferrara



# Campus News Spotlight

On Friday, March 31, the Office for Diversity and Inclusive Excellence hosted its first annual Inclusive Excellence Symposium. This year's theme was "Creating Allies, Elevating Voices, and Strengthening Communities." Overall, there were thirteen different workshops offered over the course of two breakout sessions. Topics included: inclusive assessment, combatting imposter syndrome, understanding stereotypes and myths about Islam and Muslims, community building, reframing disability in higher education, supporting immigrants and refugees, Native American students' college experience, challenging white supremacy and white privilege, and social justice and coalition building.

After the breakout sessions, attendees gathered at the Tucson Hotel University Park for a luncheon session where they listened to keynote speaker Dr. Kathleen Wong (Lau). Wong (Lau) is the Chief Diversity Officer with the Office of Diversity, Equity, and Inclusion at San Jose University. Prior to this position, she served as Director of the Southwest Center for Human Relations Studies and of the National Conference on Race and Ethnicity in Higher Education (NCORE). Wong (Lau) addressed the concept of allies, as well as intersectionality, coalition building, and unity.

Greatest thanks to all of our incredible volunteers and for those who participated in this year's symposium!

Next year's symposium will take place on Friday, March 30 from 8 am - 5 pm in the Student Union Memorial Center. Please mark your calendars!



Did you know that there are 22 federally recognized tribes in AZ? Here are some of their flags.

# Intersectionality and Identity

As individuals, we each have many different parts of our identities, and we are members of various social groups. Some examples of different social identity categories are: race, ethnicity, nationality, religion/spirituality, gender identity, sex assigned at birth, sexual orientation, socioeconomic status, and (dis)ability status.

Individuals have their own unique mix of social identities that affect their experiences and perspectives. For example, a Black, Muslim, transgender man will likely experience the world differently than a White, Christian, bisexual woman. One of the reasons why these experiences and perspectives may differ is because of the ways in which some identities are part of **dominant groups** and some identities are part of **subordinate groups**.

Individuals in a dominant group are sometimes referred to as having certain amounts of **unearned privilege** -- advantages that are unearned, exclusive, and socially conferred based on an individual's membership in a certain group (Johnson, 2001). This is in contrast to **earned privilege** -- the benefits and advantages that arise from hard work, motivation, and goal-setting. All groups and their members have some form of earned privilege because individuals work hard, face and solve problems, and pursue opportunities. That said, there is not a "level playing field," and subordinate groups face more barriers and challenges, including discrimination and violence. This is in part because subordinate groups have less unearned privilege due to perceptions of and treatment towards their group identity (Tatum). Recognizing that you have unearned privilege is **not** the same thing as saying that you do not work hard. It is recognizing instead that you are **systemically** advantaged because you are not on the receiving end of racism, hetero/cis-sexism, ableism, and/or other forms of oppression.

For example, in the U.S. context, being Christian is more of the norm than being Muslim, and Christians often experience more power than Muslims at the systemic level. Christians might have the privilege of being able to find a place of worship in their neighborhood, such as a chapel, more easily than Muslims are able to find a mosque. Christians may frequently get holidays such as Christmas and Easter off from school and work, whereas it might be less common for a Muslim person to have time off during Ramadan. Muslims are also far more likely to experience harassment and violence on the basis of their identity.

Having privilege is not a bad thing nor is it someone's fault; however, it is important to recognize that oftentimes one group has privilege because another does not, which is not okay. An ally is someone from the dominant or advantaged group who "takes a stand against oppression, works to eliminate oppressive attitudes and beliefs in themselves and their communities, and works to interrogate and understand their privilege" (Suffolk).

When thinking about our own social groups, we can also consider which of our identities are salient to us. A **salient identity** is one that we think about quite often and that we consider a big part of our lives. For example, if you are very involved in the LGBTQIA+ community, your gender identity and/or sexual orientation is likely very salient. An identity that is not salient is one that we do not think about much. Oftentimes, identities that are socially dominant are less salient. For example, if you are not disabled, you might not have to think about this identity as much as someone who is in a wheelchair does (who might, for example, have to think about accessibility each time they go to class).

## Terminology

- **Intersectionality:** a term used to describe the ways in which different social identities (e.g. race, gender, class) are interconnected. Intersectionality also describes the ways in which systems of oppression are interconnected and cannot be considered independently of one another (Geek Feminism).
- **Prejudice:** a disposition or attitude (most often negative) toward a particular group or person (Martin & Nakayama, 2004).
- **Discrimination:** behaviors that deny equal access based upon prejudice and/or stereotypes of particular demographic factors (Martin & Nakayama, 2004).
- **Oppression:** a systemic social phenomenon based on the perceived and real differences among social groups that involve ideological domination, institutional control, and the promulgation of the oppressor's ideology, logic system, and culture to the oppressed group. The result is the exploitation of one social group by another for the benefit of the oppressor group.

# Intersectionality and Identity

Social Category	Examples of Dominant Identities (in the U.S. context)	Examples of Subordinate Identities (in the U.S. context)	My identities
Race	White	Black, Asian, American Indian, Alaskan Native, Native Hawaiian, Pacific Islander, Multiracial	
Ethnicity	Caucasian, European descent	African American, African, Caribbean, Latin@, Chican@, Asian American, Middle Eastern, North African	
Nationality	U.S. native citizen	Not born in the U.S., not a U.S. citizen	
Religion/Spirituality	Christian	Jewish, Muslim, Atheist/Agnostic, Buddhist, Hindu	
Gender Identity	Cisgender man	Cisgender woman, transgender man, transgender woman, non-binary, agender	
Sex Assigned at Birth	Male	Female, intersex	
Sexual/Romantic Orientation	Heterosexual/straight, monogamous	Lesbian, gay, bisexual, queer, asexual, aromantic, polyamorous	
Socioeconomic Status	Upper-class, middle-class, bachelor's degree, professional degree, graduate degree	Working class, poor, associate's degree, high school degree, no high school degree	
(Dis)ability status	Not disabled, neurotypical	Disabled, neuroatypical	

This chart is derived from Teaching for Diversity and Social Justice, 2nd edition (Routledge, 2007)

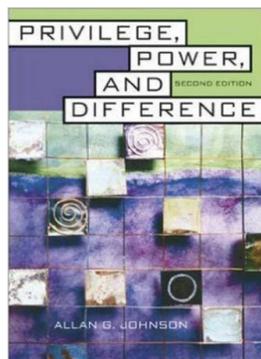
Above is a chart with different social groups and identity markers. What are your different identities? Which of these are dominant? Which of these are subordinate? Which of these are salient? Which of these are not?

How might your identities affect your worldview? What things are you encouraged to think about because of your identities? What things might you not have to think about because of your identities?

Sources:

- <http://www.whiteprivilegeconference.com/resources/05-The-Complexity-of-Identity-Beverly-Tatum.pdf>
- <http://geekfeminism.wikia.com/wiki/Intersectionality>
- <http://www.suffolk.edu/campuslife/27883.php>
- <http://disabledfeminists.com/>
- <http://www.du.edu/risc/>
- <http://speakup.williams.edu/glossary/>
- <https://www.amazon.com/Privilege-Power-Difference-Allan-Johnson/dp/0072874899>

# Recommended Readings

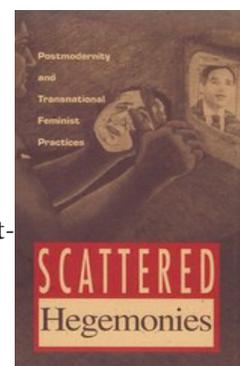


## *Privilege, Power, and Difference, 2nd ed* -- Allan G. Johnson

“This brief book is a groundbreaking tool for students and non-students alike to examine systems of privilege and difference in our society. Written in an accessible, conversational style, it links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it. This extraordinarily successful book has been used across the country, both inside and outside the classroom, to shed light on issues of power and privilege” (agjohnson.us).

## *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*-- Inderpal Grewal and Caren Kaplan

“Explores the possibilities of doing feminist work across cultural divides without ignoring differences or falling into cultural relativism. The essays in this volume propose transnational feminist reading and writing practices that counter the ‘scattered hegemonies’ of postmodernism, neo- and postcolonialisms, and feminism. The authors gathered here bring the issues of colonialism and post-colonialism into the typical aesthetic debates over postmodernism and the construction of culture; at the same time, they broaden these debates to include the normally excluded issue of feminist participation” (upress.umn.edu).



# Activities

## Cultural Cuisines

Matzo brie is a traditional Jewish dish that is a common brunch meal during Passover. The meal involves a scrambling of eggs and matzo that are fried in a pan like French toast. Various other ingredients, such as fruits and spices, can be added based on whether or not they are kosher for Passover. Here are a few recipes: [www.huffingtonpost.com/2015/03/30/matzo-brei\\_n\\_1400489.html](http://www.huffingtonpost.com/2015/03/30/matzo-brei_n_1400489.html)



## History of Lacrosse

The origin of lacrosse extends back to various Native American games, including the Onondaga dehunshigwa'es (“men hit a rounded object”), Eastern Cherokee da-nah-wah’uwsdi (“little war”), Mohawk begadwe “little brother of war”, Ojibwe baaga’adowe (“bump hips”), and Choctaw kabucha.

In Native American practice, many of the pre-game rituals were the same as those involved in war preparation, such as painting the body and decorating one’s stick with objects representing valuable qualities to the game.

The history of lacrosse subsequently is that of colonization. While some Jesuit missionaries condemned the sport, many French colonists began to take up the sport, and the game often became a site of conflict between Native Americans and colonizers.

For more information about the history of lacrosse, visit: [www.wikipedia.org/wiki/History\\_of\\_lacrosse](http://www.wikipedia.org/wiki/History_of_lacrosse)  
[www.filacrosse.com/origin](http://www.filacrosse.com/origin)

# Upcoming Events

## April 2017 Holidays

April 2: World Autism Awareness Day  
 April 5: Ram Navani  
 April 9: Palm Sunday  
 April 11-April 18: Passover  
 April 13: Holy Thursday  
 April 14: Vaisakhi  
 April 14: Good Friday  
 April 16: Easter  
 April 21 - May 2: Festival of Ridvan  
 April 21: Day of Silence  
 April 22/23: Lailat-al-Miraj  
 April 22: Earth Day  
 April 23 (evening) - April 24 (evening):  
 Holocaust Remembrance Day  
 April 24: Armenian Martyrs' Day

Professional Development: "Improving a Relationship Through Conflict"

Tuesday, April 11, 9:00 am

University Services Building, Rm. 214

Early Books Lecture: "Pamphlets and Propaganda: The Lutheran Reformation in Print"

Tuesday, April 11, 6:00 pm

Main Library, Special Collections

Radical Grief: Emotional Wellness for the Revolution - Shafeeqa Small and Matice Moore

Wednesday, April 12, 5:00 pm

TBD

Flavours of Malaysia 2017

Friday, April 14, 12:00 pm

UA Mall

Latin American Studies Lecture Series: "Brazilian Lessons on Lightness and Whiteness" - Jennifer Roth-Gordon

Friday, April 14, 1:00 pm

Chavez, Rm. 2015

"Arabic Language Planning in Egypt: An Interdisciplinary Approach" Panel

Friday, April 14, 3:00 pm

Marshall Building, Rm. 490

Performance: "From Tientos to the Auto Sacramental: Rediscovering Genres and Works in Baroque Spain"

Saturday, April 15, 1:00 pm

Fred Fox School of Music, Holsclaw Hall

Diversity Task Force Meeting

Monday, April 17, 9:00 am

Old Main, Silver and Sage Room

Lecture: "Bytes of Freedom: Writing the Self in the Egyptian Blogosphere" - Teresa Pepe

Monday, April 17, 4:00 pm

Marshall Building, Rm. 490

Arizona Archaeological and Historical Society Lecture Series: "La Playa Archaeological Project - Long Term Human Habitation of the Sonoran Desert" - John Carpenter

Monday, April 17, 7:30 pm

Banner - UMC, DuVal Auditorium

"The Health of Americans in a New Political Order" - Darrell G. Kirch

Tuesday, April 18, 5:30 pm

Banner - UMC, DuVal Auditorium

Early Books Lecture -- Johann Reuchlin's Plea for Religious Dialogue, 1517" - Tom Willard

Tuesday, April 18, 6:00 pm

Main Library, Special Collections

Professional Development: "Communicating Well on a Multi-generational Campus"

Wednesday, April 19, 11:00 am

TBD

Take Back the Night

Wednesday, April 19, 6:00 pm

Film Screening: "Twitch"

Thursday, April 20, 6:00 pm

UA Cancer Center, Kiewit Auditorium

Performance: "Mother of Exiles"

Thursday, April 20, 8:00 pm - Sunday, April 23, 9:00 pm

Drama Building, Rm. 116

iLGBT - Queer Migration Network and the SCCT Program sponsor visit from Prof. Marcia Ochoa

Thursday, April 20, 6:00 pm

Student Union, Ventana Rm.

Second Chance Prom

Saturday, April 22, 7:00 pm

Film Screening and Panel Discussion: "Food, Water and Traditional Knowledge in Arid Lands"

Sunday, April 23, 2:00 pm

Loft Cinema

Student Research Symposium: "Mexico - The Storytellers"

Tuesday, April 25, 3:30 pm

Main Library, Special Collections