

Office for Diversity and Inclusive Excellence



Message from Senior Diversity Officer

Welcome to the inaugural newsletter of the Office for Diversity and Inclusive Excellence. The newsletter will serve as the main channel for updating and educating the UA community about progress on Inclusive Excellence, diversity news, and educational/awareness information.

Coming to the University of Arizona has been one of the best decisions that I have made from the perspective of career and my expertise, the practice of Inclusive Excellence (I.E.). This is definitely the place where I am supposed to be and I see nothing but opportunity for positive change in the area of diversity and inclusiveness. Thank you to the UA community for the “warm” welcome. (I mean that literally (given that one day was 110 degrees) and figuratively (plenty of people have welcomed me to Tucson). I am enjoying myself and look forward to working with the UA and Tucson community on issues and opportunities related to diversity. As I stated earlier, I specialize in Inclusive Excellence, a concept introduced by the Association of American Colleges and Universities, designed to transform the UA into an Inclusive Excellence university. To accomplish that goal will require that we embed diversity and inclusiveness into all aspects of the institution, in particular our processes. Moreover, everyone will be asked to work on implementing Inclusive Excellence so that the responsibility is diffused throughout the UA community (as opposed to one office or person). And lastly, Inclusive Excellence uses a broad definition of diversity and includes gender identity, gender expression, sex, race/ethnicity, disability, sexual orientation, veteran status, age, religion, and other social dimensions found on our campus.

With the support of President Hart and Provost Comrie, I have already initiated the process of establishing an Inclusive Excellence structure that will serve as the vehicle for practicing diversity and inclusiveness campus-wide. The work of I.E. is a multi-year initiative that will require everyone’s support and engagement.

I hope that you will join us as we pursue the goal of creating an Inclusive Excellence university.

Jesús Treviño, Ph.D.
Vice Provost for Inclusive Excellence

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¡FELIZ MES DE LA HERENCIA
HISPANA!

Happy National
Hispanic Heritage
month

HAPPY LGBT HISTORY
MONTH!

HAPPY NATIONAL
DISABILITY
EMPLOYMENT
AWARENESS MONTH

Meet the Faculty Fellows

“Dedicated to undergraduate student engagement, and informed by research indicating that students tend to be more academically successful when they are immersed in a supportive campus environment with tailored guidance, the University of Arizona established the Faculty Fellows program decades ago” (SAEM-AISS). Here are the faculty fellows for the cultural and resource centers:



Dr. Stephanie Troutman, African American Student Affairs

Dr. Stephanie Troutman is an assistant professor in the Rhetoric Composition and the Teaching of English (RCTE) department. She received a Dual-PhD in Curriculum & Instruction and Women’s Studies from Penn State University in 2011. She is a Black feminist scholar-activist and first-generation college student. Formerly, she was a middle school and high school public school teacher. Dr. Troutman’s research examines the intersection of race, gender, and sexuality in relationship to educational policies, curriculum and pedagogy,

film, and media and youth discourses on issues of identity.

Dr. Cho Lik Chan, Asian Pacific American Student Affairs

Dr. Cho Lik Chan is professor and associate head for graduate studies in the Aerospace and Mechanical Engineering department. He received his PhD in Mechanical Engineering in 1986 from the University of Illinois at Urbana-Champaign. He has research expertise in heat transfer, materials processing, and boundary element method. In addition to publishing widely in the field, Dr. Chan has also served as a consultant for Rincon Research Corp., Evergreen Innovation Partners, and Materials & Electrochemical Research.



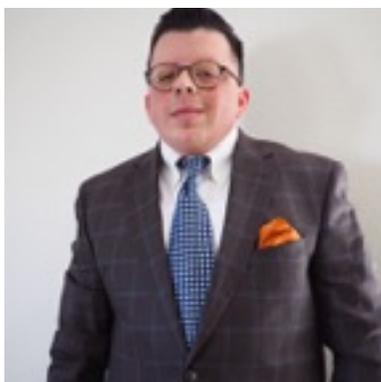
Dr. Rick Bennett, Disability Resource Center

Dr. Rick Bennett is an associate professor in the Department of Geosciences. He received his PhD from Massachusetts Institute of Technology in 1995. He conducts research in the field of “tectonic geodesy,” which examines the changing shape of the Earth. Dr. Bennett also has experience researching various topics including the origin of mountainous terrain and the causes and consequences of earthquakes.

Meet the Faculty Fellows

Dr. Nolan Cabrera, Guerrero Student Center

Dr. Nolan Cabrera is an associate professor in the Center for the Study of Higher Education. He received his PhD in Higher Education & Organizational Change from the University of California, Los Angeles in 2009. Dr. Cabrera's research focuses on racial dynamics on college campuses, specifically Whiteness. He has also been involved in the fight for Mexican American Studies programs in Tucson's Unified School District.



Dr. Frank Galarte, LGBTQ Affairs

Dr. Frank Galarte is an assistant professor in the Gender and Women's Studies department and is a member of the Transgender Studies Initiative. He received his PhD in Educational Policy Studies with minors in Latina/Latino Studies and Gender and Women's Studies from the University of Illinois at Urbana Champaign. Dr. Galarte's research interests are in Chicana/o studies, queer Studies, affect studies, and transgender studies. He is currently working on a book based on his dissertation entitled, "El Sabor del Amor y del Dolor: Affect, Violence, and the (Trans)Body in the Chican@ Historical Imaginary."

Dr. Ron Trosper, Native American Student Affairs

Dr. Ron Trosper is a professor and GIDP Chair-Director of Graduate in the American Indian Studies department. He received his PhD in Economics from Harvard University in 1974. Most recently, Dr. Trosper's research has explored indigenous economic theories and traditional ecological knowledge. He is a multidisciplinary scholar and has published in American Indian Studies, Ecological Economics, Economics, Policy Studies, and Anthropology.



Dr. Monica J. Casper, Women's Resource Center

Dr. Monica J. Casper is a professor in the Gender and Women's Studies department. Currently, she is serving as Associate Dean for Academic Affairs and Inclusion in the College of Social and Behavioral Sciences. Formerly, she served as Executive Director of the Intersex Society of North America (ISNA). Dr. Casper received her PhD in Sociology from the University of California, San Francisco in 1995. Her research interests include gender, bodies, health, sexuality, disability, and trauma.



Cultural and Resource Centers -

Dean of Students Office

African American Student Affairs

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Isoken Adodo, M.Ed., Coordinator
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Disability Resource Center

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Guerrero Student Center

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Women's Resource Center

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STUDENT ACTIVISM SPOTLIGHT: SOLIDARITY WITH STANDING ROCK

On Thursday, September 15, the Native American Research & Training Center held a solidarity event with Standing Rock and #NODAPL. The event was co-sponsored by several cultural center organizations: Indigicat, Miss Native American U of A, American Indian Science and Engineering Society, AISGSC, NARTC Student Advisory and Action Board, AIIHA, NALSA, and TOSA. Gathering on the UA mall, community members held signs in demonstration. The event also featured several musical and dance performances. NARTC collected donations for those at Standing Rock, who have been protesting for months against the construction of a multi-billion-dollar Dakota Access Pipeline, which would damage environmental and indigenous cultural and spiritual sites. Felina Cordova, chair of the NARTC, explained "The tribes in Arizona know what it's like to lose your water rights, to lose rivers due to the oncoming of American society. Water is sacred, water is what everyone needs, not just us." (*The Daily Wildcat*)

Photo Source: Native American Student Affairs



Microaggressions

What is a microaggression?

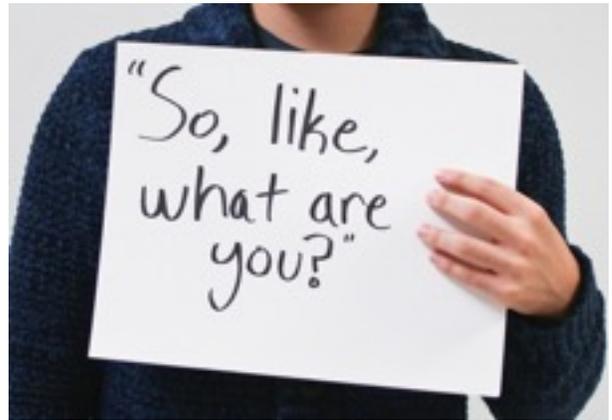
Microaggressions are “the everyday verbal, nonverbal, and environmental slights, snubs or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Sue et al., 2007).

What are the effects of microaggressions?

Though seemingly harmless, microaggressions can produce mental health issues such as feelings of low self-esteem, humiliation, and dehumanization. Micro aggressions can also create a hostile work/campus environment, leading to lower work productivity and educational learning.

What are some examples of microaggressions?

- To a non-U.S. native: “You speak good English.”
- Men catcalling or staring at someone as they walk down the street
- To a person with a disability: “You people are so inspiring.”
- “You use they/them pronouns for yourself? But you’re not more than one person...”
- A person clutching their purse or checking their wallet as a Black or Latinx person approaches
- To an Asian person: “You’re all good in math. Can you help me with this problem?”
- Using phrases like “Indian giver” or “We got gyped.”



Communication Methods for Addressing Microaggressions

Paraphrasing/restating the micro aggression gives the speaker an opportunity to hear, reflect on, and perhaps also reconsider their statement

Using “I” instead of “you” statements is another non-threatening way to address microaggressions

Preference statements are a way of expressing how an individual would like to be treated or addressed without being demanding or passive. These statements might begin with, “I would like...”

Strategic questioning encourages the speaker to consider different viewpoints and options

Inquiring more about the speaker’s viewpoints provides them the opportunity to clarify the meaning of their statement. It may also present an educational moment for explaining why their statement might be offensive to certain groups

Recommended Readings

“Microaggressions Matter” - Simba Runyowa

<http://www.theatlantic.com/politics/archive/2015/09/microaggressions-matter/406090/>

“It is certainly worth exploring microaggressions on the basis of their link to implicit biases, and the ways in which they can both telegraph and contribute to the proliferation of more invidious, macro-level prejudices. Implicit biases have serious material consequences beyond hurt feelings, from discriminatory hiring to racial inequities in policing and the broader U.S. criminal-justice system. In other words, microaggressions matter because they seem to be both symptoms and causes of larger structural problems.”

Tools: Recognizing Microaggressions and the Messages They Send - UCSC

http://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

“The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical.”

Racial Microaggressions in Everyday Life - Derald Wing Sue PhD

<https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life>

“Microaggressions hold their power because they are invisible, and therefore they don't allow Whites to see that their actions and attitudes may be discriminatory. Therein lays the dilemma. The person of color is left to question what actually happened. The result is confusion, anger and an overall draining of energy.”

Activities

Cultural Cuisines



This month's recipe is for M'Hanncha, or “snake cake.” M'Hanncha is a Moroccan pastry cake that earns its name from its coiled

form. This treat is made of warqa or phyllo dough and is filled with a tasty almond, cinnamon, and orange flower water paste.

<http://moroccanfood.about.com/od/dessertsandcookies/r/Moroccan-Almond-Snake-Pastry-Recipe-Mhancha.htm>

DIY (“Diversity Is You”) Crafts

This month's craft is origami, or the art of paper folding. While various distinct paper folding techniques developed separately all over Europe, China, and Japan until the 20th century, this art form is most frequently associated with Japanese culture.



<http://www.origami-instructions.com/simple-origami.html>

Updates

Diversity Task Force

The president's task force on diversity and inclusion was formed in March 2016. With the charge of identifying immediate, short-term, medium-term, and long-term goals, the Diversity Task Force has prioritized listening to the student concerns identified in MSUA's 19-page letter of demands.

At the first meeting in March, the task force divided into 8 subcommittees who met throughout the summer. The task force reports that the subcommittees have been able to accomplish many of their short-term goals, in addition to identifying more medium and long-term projects. Some of the accomplishments thus far have been:

- Culture center bridge funding from the Office of Student Affairs
- Work by the Office of Student Affairs to increase diversity training for resident advisors and to increase options for students to report issues directly to the Dean of Students or U of A police
- Increased space allocation in the MLK building and APASA (renovations should be completed by the end of Fall 2016)
- A campus climate survey has been developed and will be implemented by the College of Education
- The hiring of a Vice Provost of Diversity and Inclusion and creation of an office specifically devoted to diversity and inclusive excellence

Office for Diversity and Inclusive Excellence

Meet our office staff!

- **Mel Ferrara** — Graduate Assistant — they/them pronouns — mferrara@email.arizona.edu
- **Tamara Carter, MS** — Graduate Assistant — she/her pronouns — tycarter@email.arizona.edu
- **Laura Hunter, PhD.** — Associate Diversity Officer and Coordinator of Faculty Development — she/her pronouns — lahunter@email.arizona.edu
- **Jesús Treviño, PhD.** — Vice Provost for IE and Senior Diversity Officer — he/him pronouns — jesustrevino@email.arizona.edu

Like our Facebook page (facebook.com/ODIEX)!
Join our listserv (email mferrara@email.arizona.edu)!

Upcoming Events

***Diversity in the Classroom Workshops:
Co-Sponsored by ODIEX and the Office of
Faculty Affairs***

Reducing Unconscious Bias & Microaggressions in the Classroom
Fri. Oct 7, 9-10:30 am
RSVP required

Serving Our International Students: Perspectives on Different Classroom Expectations
Fri. Oct 14, 9-10:30 am
RSVP required

Tools for Effective Conflict Management in the Classroom
Fri, Oct 21, 9-10:30 am
RSVP required

Designing Effective Courses for Diverse Learners
Fri, Oct 28, 9-10:30 am
RSVP required

Earn a 'Leader in Classroom Diversity and Inclusion' certificate by attending all four 'Diversity in the Classroom' workshops!

***Diverse Faculty Career Discussions:
Co-sponsored by ODIEX and the Office for
Faculty Affairs***

Being a Target of Bias and Microaggressions in the Classroom
Wed. Oct 5, 12-1:30 pm
RSVP required

***Hispanic Heritage Month:
Sponsored by the Guerrero Student Center***

Gabino Palomares Concert
Wed, Oct 12, TBA

Pachanga Tailgate: Parent's Weekend
Sat, Oct 15, 3 hours before USC game

Muevete: Capoeira
Wed. Oct 19, 5:30-6:30 pm in front of Old Main

Aromas Taco Truck Dedication
Thurs. Oct 20, 12 - 1 pm, Chavez 205

Hispanic Heritage Month cont.

Activism and the Arts: A Life Journey ft. Dan Guerrero
Fri, Oct 21, 12 -1 pm, Chavez 205

Hispanic/Latinx College Day
Sat, Oct 22, 9 am - 3 pm
RSVP required

Other Events

Coming Out Resource Fair
Wed. Oct 5, 10 am - 2 pm, UA Mall

Senior Pride "Words of Wisdom" Poetry by LGBTQIA Elders
Sat. Oct 8, 2-3:30 pm U of A Poetry Center

Black and Pink Letter Writing
Mon. Oct 10. LGBTQ+ Resource Center

Kit Yan Performance
Wed. Oct 12, 6:30-8:30 pm Gallagher Theatre

LGBTQIA Body Image Workshop
Wed. Oct 19, 5:30 - 6:15 pm, Health Rm B307

October 2016 Holidays

Rosh Hashanah: October 3-4

National Coming Out Day: October 11

Dussehra: October 11

Yom Kippur: October 12

National Indigenous People's Day: October 12

Sukkot: October 17-23

Sri Guru Granth Sahib Ji: October 20

The Birth of Bab: October 20

Ashura: October 23

Shemini Atzeret: October 24

Simchat Torah: October 25

Diwali: October 30