



Graduate Center Newsletter

Issue 14, October 2020

Message from the Dean

It's become a cliché to start newsletters talking about the challenging times we live in, and of course just because it's a trope doesn't mean it isn't true. I doubt any of us expected to be doing what we're doing now back when we began 2020. But I'll tell you one thing that should be a surprise to no one — and that's the frustration, anger and fear that triggered the on-going protests in support of Black Lives Matter and similar civil rights protests. The systemic and pervasive inequities and injustices that led to the deaths of George Floyd and Breonna Taylor have once again, and for the umpteenth time, been laid bare before us. We must change now or we are doomed as a society.

Even though life in a university is relatively privileged — especially for white men like myself, it's clear that our own immediate academic community must address these issues locally as well as globally. The main campus of UArizona is built on stolen and occupied lands of the Tohono O'odham and Yaqui peoples; other campuses of the university are similarly built on the lands of other indigenous people. Women at our university still suffer from unequal pay and frequent harassment. The university has a shameful history of segregation for our African American students. During the pandemic, it's our first generation, our native students, and our students of color who have had to struggle the most with access to remote learning forced on us by the pandemic. At the graduate student level, we still have a shocking problem with the retention of students of color.

We've made strides of course. UArizona is now an Hispanic Serving Institution. In the 8 years since I became Dean, we've



Andrew Carnie
Dean, Graduate College

in no small part to Prof. Frans Tax and his team in our office of Diversity and Inclusion. Building upon the legacy of Dra. Maria-Theresa Velez, they have worked tirelessly to reform admissions practices across the university, to apply for grants like the McNair program, IMSD and Sloan scholars programs that support students aspiring to graduate school and continue to support them once they get here. With our Access Fellowships, we have focused our funding models to provide opportunities to first generation students and students who have faced adversity in their quest for higher education. Our programs in the Graduate Center, led by Dr. Meg Lota Brown, while open to all students, address issues that are often of concern to students from underrepresented groups: from career planning to wellness and health; from writing support to building engaged communities.

We of course have a very long way to go until we can really claim victory for our institution. A 100 years of tradition in models of academic training are no longer serving our graduate students well. We must address issues of workload and compensation for our graduate assistants. We need to stop treating graduate students as a pool of cheap labor and treat them as the future scholars and community leaders that they are. In a recent forum, the Provost and I presented a vision for reforming doctoral education at UArizona. It was met with some skepticism by some members of our community who felt that as a public institution we are financially incapable of making the investments of time and cultural reform to bring that vision to fruition. I simply refuse to accept the idea that just because we are a public university we should continue our failures to adequately support our graduate students. We must reform graduate education so that it supports our student scholars. This reform also provides us with an opportunity to address the systematic barriers that are placed in front of women, LGBTQ+ and BIPOC students. Not only is this critical to our relevance and survival as an institution, it's the only option that's remotely ethical and fair. In this themed issue of the Graduate Center newsletter, we bring together articles that address matters of social justice and inclusion as they are manifested in the lives of our graduate students.

institution and the world around us.



Weekly Grad Chats: Community in Diversity

by Nura Dualeh

The UArizona Graduate College recognizes the many challenges faced by students during this pandemic, as well as the stress caused by the systemic failure to address racism in our society. To help students, particularly diverse students, feel welcome and to aid in developing strong community and a sense of belonging, the Graduate College Diversity Team sponsors Weekly Grad Chats that take place each Tuesday from 4:00 to 5:00 PM. To learn more about Grad Chats, click [here](#).



Upcoming UA Events for Graduate Students & Postdocs

For more event details and a full calendar of events related to professional development opportunities, visit the [Graduate Center calendar](#).

Monday, October 12

Introduction to Teaching Online (continuing)

12:00pm: Improving Grammar and Style

12:00pm: Future Leaders Workshop: Abolition In and Out of the Classroom: Starting a Conversation

Tuesday, October 13

Introduction to Teaching Online (continuing)

8:00am: Coffee & Code: Coding and Programming Support Meetup

9:00am: OIA Zoom Office Hours

10:00am: Editing 360 Video in Premiere Pro

12:00pm: Faculty Job Application Materials Review Session

2:00pm: Writing Efficiency Session

4:00pm: Office of Diversity & Inclusion Weekly Zoom Chats

Wednesday, October 14

Introduction to Teaching Online (continuing)

9:00am: Financial Literacy and Debt Management Workshop

10:00am: Diversity, Equity, & Inclusion (DEI) Consultation Hours

12:00pm: 5 Tips for Virtual Interviewing (with Career Peer Coach Karina)

12:00pm: Wellness

Wednesdays: A Community Connection

2:00pm: Start Smart Salary

University Fellow Sana Khan is a self-described "wildcat for life," raised in Arizona and in the process of earning her third degree here. Her academic career at UArizona has helped her define her interests and find her calling, advancing from a general desire to help others to fighting for social justice by balancing inequalities in health and healthcare. To learn more about Khan and her work, click [here](#).



Four Ways to Evaluate Fit and Company Culture

*From the Graduate Center Office of Career Support
By Ryan Sermon*

When it comes to job satisfaction, one of the most important aspects in addition to salary involves "organizational culture" and "fit". Imagine: you're interested in two different employers. You start to talk with others in your network and notice stark differences between the two, what are you to do next?! This is a dilemma that I hear from graduate students across all disciplines. The conversations we have about this subject revolve around topics of culture, preferences, values, and perspectives. For 4 steps you can take to evaluate if that next opportunity aligns with your values and long-term career goals, click [here](#).

a Grad Student
6:00pm: Past Informing the Present

Thursday, October 15

Introduction to Teaching Online (continuing)
9:00am: Data Drop-in
10:00am: Basics of Tagged PDFs Webinar
1:00pm: OIA Zoom Office Hours
2:00pm: Ethics of Human Subject Research
4:00pm: Hacky Hour: Interdisciplinary Data Science Meetup

Friday, October 16

Introduction to Teaching Online (continuing)
9:00am: ThinkTank Writing Support
9:00am: Writing Efficiency Session
2:00pm: Research Bazaar's Shut Up and Write!

Tuesday, October 20

8:00am: Coffee & Code: Coding and Programming Support Meetup
9:00am: OIA Zoom Office Hours
12:00pm: Future Leaders Workshop: Building Empathy: Lessons from Design Thinking
2:00pm: Writing Efficiency Sessions
4:00pm: Office of Diversity & Inclusion Weekly Zoom Chats
4:30pm: Health and Wellness

Wednesday, October 21

10:00am: Diversity, Equity, & Inclusion (DEI) Consultation Hours
10:00am: APA Style for Academic Writing
12:00pm: Wellness Wednesdays: A Community Connection
2:00pm: Start Smart Salary Negotiation and Interviewing Workshops
5:30pm: The Art of Thriving as a Grad Student



First-Generation Perspectives

Graduate school is by no means easy, but approaching and navigating graduate programs as a first-generation college student presents particular challenges. Four current graduate students who were the first in their families to complete an undergraduate degree discuss their experiences transitioning from undergraduate to graduate programs, including what they wished they had known or done differently along the way. To read their stories and advice, click [here](#).



Mentoring and Retention of Under-represented, Minoritized Students in the Graduate College

By Dr. Sonja Lanehart

My first university-wide strategic effort to address mentoring and

9:00am: Data Drop-in
10:00am: Stellar LinkedIn Profiles (with Career Peer Coach Blair)
12:00pm: Alumni Career Panel: Tips to Thrive After a Recession
1:00pm: OIA Zoom Office Hours
4:00pm: Hacky Hour: Interdisciplinary Data Science Meetup

Friday, October 23

9:00am: ThinkTank Writing Support
9:00am: Writing Efficiency Sessions
12:00pm: Mitigating Unconscious Bias: What Graduate Students Can Do
2:00pm: Research Bazaar's Shut Up and Write!

Saturday, October 24

Virtual – L2DL Symposium: 'Critical Transnational Dialogue and Virtual Exchange' (continuing)

Sunday, October 25

Virtual – L2DL Symposium: 'Critical Transnational Dialogue and Virtual Exchange' (continuing)

Monday, October 26

Virtual – L2DL Symposium: 'Critical Transnational Dialogue and Virtual Exchange' (continuing)
12:00pm: Sentence Length and Variety

Tuesday, October 27

Virtual – L2DL Symposium: 'Critical Transnational Dialogue and Virtual Exchange' (continuing)
8:00am: Coffee & Code: Coding and Programming Support Meetup
9:00am: OIA Zoom Office Hours
10:00am: Creating Animated GIFs with Photoshop

Humanities, and Professional fields. The goal is to develop a critical mass of faculty who are advocates for a higher level of mentoring for URMS with the result of higher levels of retention of URMs. To learn more about this initiative and the development of an anti-racism professional development program, click [here](#).

Fall Enrollment Brings Great Strides in Graduate Diversity Underrepresented Student (URS) Enrollment

	Fall		Change	
	2019	2020	n	%
URS	1,831	2,217	386	21%
non-URS	6,592	6,368	-224	-3%
Total	8,423	8,585	162	2%

An unprecedented jump of 21% in URS graduate enrollment

Ethnicity	Fall		Change	
	2019	2020	n	%
African American	357	369	12	3%
American Indian	282	326	44	16%
Asian	511	552	41	8%
Hispanic	1,152	1,468	316	27%
International	1,530	1,330	-200	-13%
Pacific Islander	40	54	14	35%
Unknown / Other	450	493	43	10%
White	4,101	3,993	-108	-3%
Total	8,423	8,585	162	2%

- The URS percentage increased from 22% to 26% of total enrollment.
- All URS subgroups show enrollment gains over 2019.

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Intelligence Operations
4:00pm: Office of Diversity & Inclusion Weekly Zoom Chats

Wednesday, October 28

Virtual – L2DL Symposium: 'Critical Transnational Dialogue and Virtual Exchange' (continuing)
10:00am: Diversity, Equity, & Inclusion (DEI) Consultation Hours
12:00pm: Wellness Wednesdays: A Community Connection
5:30pm: The Art of Thriving as a Grad Student

Thursday, October 29

Virtual – L2DL Symposium: 'Critical Transnational Dialogue and Virtual Exchange' (continuing)
9:00am: Data Drop-in
1:00pm: OIA Zoom Office Hours
4:00pm: Hacky Hour: Interdisciplinary Data Science Meetup

Friday, October 30

9:00am: ThinkTank Writing Support
9:00am: Writing Efficiency Sessions
2:00pm: Research Bazaar's Shut Up and Write!

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