Women’s Center Welcomes New Women Faculty to UCSB

The Women’s Center and its new director, Dr. Alka Arora, welcomed 18 new women faculty members to the UCSB campus at a well-attended reception on October 27, 2008. The number of new women faculty includes 16 tenure track and two lecturers with security of employment (LSOE). UCSB hired a total of 32 faculty members, making this year one of the highest in percent of women faculty hired (56.3%) since UCSB began keeping such statistics in 1975. The UCSB campus community joins the Women’s Center in welcoming our new faculty women hires this year. For a complete list of new women faculty hired see p. 7.

UC President Mark Yudof Announces the Revised Academic Personnel Policy - 035: (Affirmative Action and Nondiscrimination in Employment)

In a letter directed to UC Chancellors, dated October 13th, 2008, UC President Mark Yudof announced new changes to Academic Personnel Policy-035. This policy has been revised to incorporate changes recently made to the University of California Affirmative Action and Nondiscrimination in Employment Policy to:

• Provide consistency between University policy and the Uniformed Services Employment Rights Act of 1994.

• Provide consistency with recently published regulations that implement the Jobs for Veterans Act of 2002. (continued on p.5)
Welcome to the fifth issue of the Diversity Forum Newsletter! This will be the beginning of the third year that we have been publishing our newsletter. I am pleased to report a plethora of activities my office has been involved in since the last issue.

This fall our campus welcomed a relatively large number of new women faculty. Eighteen new women faculty were hired as of July 1, 2008 out of a total number of thirty two faculty. The eighteen women faculty hired represents the highest percentage of women ever hired, [56.3%] at UCSB in one year. The table below provides a synopsis of the yearly percentage of women appointments since 1975.

While we have made great progress in hiring women faculty members, particularly white women, this is not the case with respect to the hiring of minority faculty. The figures are fairly dismal for both African Americans – none were hired this year— and only one LSOE (Lecturer with Security of Employment) Hispanic woman was hired. Asian Americans fared better with five Asian American faculty hired or 15.6% of the total. There was also some slight progress with respect to the hiring of American Indians— two were hired this year.

Given the low or non-existent figures for Hispanics and African Americans respectively, I ask our faculty and administrators to redouble their efforts in helping us diversify our campus.

The EVC’s office, the Deans of the various divisions and colleges, the Chairs of Departments and the Office of Equal Opportunity, as well as my office, are working diligently towards identifying best practices and strategies for retention of our superb faculty. Retention is an on-going problem for UCSB since other campuses, both statewide and nationally, find our faculty excellent prospects for recruiting. We, therefore, find ourselves continually working on retention packages. We have been successful in some cases and not in others and are now trying to identify those strategies that work and those that do not. I thank the Deans and Chairs for answering our letter requesting information on their retention cases for this past year (2007-2008).

Our NSF-PAID Chairs’ Retreat took place this October 15-17, 2008 and three Chairs/Vice Chairs attended the retreat. Please see page 19 for details. Again I thank you for your cooperation in making time to attend this important training event. (continued on p. 4)
A Message from the Chancellor

Welcome to the 2008-09 academic year! I want to take this opportunity to thank each member of our campus community for your past and continuing contributions to making UC Santa Barbara such a special place to live, work, and learn. To our new faculty, staff, and students—including our six new President’s Postdoctoral Fellows this year—we extend an especially warm welcome. You are helping us to be an even more diverse, excellent, and vibrant community, devoted to advancing knowledge and serving the public good.

As most of you know, we are in the midst of the broadly consultative process of updating our campus’s Long-Range Development Plan. One of the important first steps in that process was to take a serious look at who we are as a university. What is our vision for the future of UC Santa Barbara? What are the core values that underlie the broad range of our endeavors?

Together we articulated our vision: to set new standards of excellence in learning, discovery, and engagement. We committed ourselves to continuing to foster a culture of creativity, collaboration, and innovation across the academic disciplines. And we recognized that diversity is an essential part of our pursuit of excellence, making a pledge that “we will honor our responsibilities as a global university by strengthening our partnerships with scholars and institutions around the world. We will celebrate and enhance the diversity that enriches our living and learning environment.” We also affirmed that one of the values that helps to define UC Santa Barbara is our commitment to “respecting and providing a welcoming environment for people of diverse backgrounds, beliefs, and points of view.”

I am delighted to report that this year’s freshman class is in fact our most diverse ever, and our most high achieving. The average high school GPA of our new freshmen is 3.84, up from 3.81 last year, and 3.66 ten year ago. The number of Chicano, Latino, African American, and American Indian students on our campus, as a percentage of total enrollment, is 22%, up from 21% last year, and 16% a decade ago.

In a previous column I mentioned the establishment of our M.A./Ph.D. program in Chicana and Chicano Studies—a national first. In 2005 we enrolled our first cohort, and this year the program has already grown to include 20 graduate students.

Also this year, we celebrated a new name and new graduate program for Women’s Studies, now the Department of Feminist Studies. Beginning September 2009, students will be able to pursue advanced degrees in three areas of emphasis: Race and Nation, Genders and Sexualities, and Productive and Reproductive Labors. These milestones (and many others, including some that are highlighted elsewhere in this newsletter) are a reflection of the long-term, collaborative efforts of so many on our campus. We have come a long way, but we still have a long way to go.

I want to take this opportunity to thank all those who help us reach out to K-12 students through our academic preparation programs, travel with us around the state for our annual regional receptions for incoming students, serve as mentors for underrepresented graduate students or postdoctoral fellows, and contribute in countless ways to the rising national and international reputation of UC Santa Barbara. You make the difference!

We look forward to another great year in 2008-09, as we continue to work together on behalf of our outstanding and diverse academic community.
A Message from the Executive Vice Chancellor

I recently attended a national conference of Provosts on the issue of faculty diversity. An organization called the Advisory Board has assembled a most interesting set of data on the success of national colleges and universities in hiring and retaining women and underrepresented minority (URM) faculty. I thought I would share some of the findings: 1) the percent of URMs at the Assistant, Associate and Full Professor level – across disciplines – is equal to or greater than the percent of PhD recipients in the years corresponding to their hires; 2) the tenure rate for URM faculty is comparable to non-URM faculty, and the separation rate is actually smaller; 3) the per cent of high-achieving high school students who indicate an interest in becoming a professor is the same for URM and non-URM students; and 4) once in graduate school, the PhD completion rate is no different. Similar data are available for women. However, the big drop off – the big hole in the leaky pipeline – is the fraction of women and URM students entering K-12 that end up in college and PhD programs; this is particularly true in the STEM disciplines. All this suggests that the growth in URM and women representation on the faculty for academia as a whole will be slow (~0.5% per year for women; ~0.15% per year for URM), unless greater efforts are brought to bear on the leaky K-12 pipeline. However, several universities employ programs that put them well ahead of this slow growth curve. These programs include search committee guidance, hiring tools, the creative use of databases, and special appointments. We do some of this, but what I’ve learned can help us do better. Stay tuned for more information on what we can and should do.

Maria Herrera-Sobek... (continued from p. 2)

This summer my office published a brochure highlighting our “Family Friendly Policies for Faculty”. Funds from the NSF grant were used for this publication. The brochure highlights the policies related to benefits and privileges for families as well as accommodations for childbearing and childrearing found in the Red Binder and the Academic Policy Manuel. (Please see page 18 for information published in the brochure.)

Our office continues to sponsor diversity oriented activities such as the popular Diversity Lecture Series. We continue to work closely with the Senior Women’s Council to bring relevant workshops to our campus community. Our office also continues to co-sponsor colloquia, conferences, and other diversity related events on campus.

I thank the UCSB campus community for their support in helping us diversify our campus. I welcome any suggestions and/or ideas that can aid in my efforts to make our campus a model working environment.
Revised Academic Personnel Policy - 035... (continued from p.1)

• Prohibit retaliation against an employee or person seeking employment for filing a complaint of discrimination in employment policies, or against a person who assists someone with a complaint of discrimination or harassment, or who participates in any manner in an investigation or resolution of a complaint of discrimination or harassment.

Nondiscrimination

It is the policy of the University not to engage in discrimination against or harassment of any person employed or seeking employment with the University of California on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994. This policy is intended to be consistent with the provisions of applicable State and Federal laws and University policies.

Retaliation

University policy also prohibits retaliation against any employee or person seeking employment for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment.

Sexual Harassment

The University of California is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Specifically, every member of the University community should be aware that the University is strongly opposed to sexual harassment and that such behavior is prohibited by law and University policy. It is the intention of the University to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior which violates this policy.

Complaints

Upon an employee’s request, the campus academic affairs office shall provide information regarding applicable policies and procedures for resolving complaints of discrimination, harassment, or retaliation and for pursuing available remedies.

Affirmative Action

It is the policy of the University of California to undertake affirmative action, consistent with its obligations as a Federal contractor, for minorities and women, for persons with disabilities, and for covere veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence. In conformance with Federal regulations, written affirmative action plans shall be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans shall be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated.

APM-035 may be found online at: http://www.ucop.edu/acadadv/acadpers/apm/apm-035.pdf
Carol Houchens  
Carol Houchens was recently appointed as the Director of Academic Administration for the Academic Affairs division. She will assist with the oversight of issues involving space management, administrator appointments and compensation, academic FTE, staff personnel programs, and general administration of the division. Ms. Houchens began her career at UC Riverside as a Programmer/Analyst in the campus Computer Center. She came to UCSB in 1984, working first in the Financial Systems unit of Information Systems & Computing, before moving to Human Resources, where she served as the HRIS Manager for 20 years. Ms. Houchens received her B.A. degree in Music from the University of California at Riverside, and graduated with an M.M. in Music Performance from the University of Southern California.

Cindy Ponce  
Cindy Ponce was recently appointed as the Director of Academic Personnel. She will manage the full range of policies and processes related to academic personnel advancement for the campus. Cindy has been with the University for over 20 years. After graduating from Cal State Northridge, she began her career at UCSF as an Academic Personnel Assistant in the School of Pharmacy at UCSF in 1985. She then relocated to Los Angeles in 1989 and was the Manager of Academic Personnel in the Department of Medicine at UCLA until 1993. In 1994 Cindy relocated to Santa Barbara and joined the Academic Personnel office as a Senior Analyst. During her tenure at UCSB she has also served as the Associate Director and Acting Director for Academic Personnel.

Liza Chudnovsky  
Liza Chudnovsky joined our staff in August of 2008 as an Administrative Analyst. She graduated from UCSB with a B.A. in Sociology. During her senior year, Liza worked at the Kavli Institute of Theoretical Physics at UCSB as a Student Administrative Assistant. Before attending UCSB, Liza lived in Mountain View, CA. Her contributions to the Diversity Forum Newsletter include graphic design, photography, editing, and other publishing duties.
New Women's Center Director: Alka Arora

The Student Affairs Division is pleased to welcome Dr. Alka Arora as the director of UCSB’s Women’s Center. Before coming to UCSB, Dr. Arora served as program director for the Office of Faculty Advancement and the Diversity Research Institute at the University of Washington. With a strong commitment to coalition building and transformative community work, she has been a leader in environmental justice, anti-violence, and anti-racist activism in Seattle. Born in Chicago, Illinois, Alka earned her bachelor’s degree in mathematics from USC and her doctorate at the University of Washington in women studies. Her dissertation research examined the negotiation between spiritual and activist commitments among young feminist women. Dr. Arora can be reached at alka.arora@sa.ucsb.edu or at (805) 893-2920.

Welcome!

New Women Faculty...

(continued from p. 1)

- **Heather Blurton** is a professor in the English Department. She received her Ph.D. in 2003 from Columbia University in English and Comparative Literature and has taught at the University of York, UK for the past five years before her arrival at UCSB.
- **Maria Charles** is Professor of Sociology. She received a Ph.D. at Stanford University and was a faculty member at UC San Diego for 14 years.
- **Jennifer King** is an Associate Professor in the Department of Geography. Her research and teaching areas are in biogeochemistry and Earth system science.
- **Mira Kingsley** is a Professor of Dance/Theater with a double MFA from CalArts. She is dedicated to the collaborative creation of new interdisciplinary works for live performance with a focus on the intersection between dance and theater.
- **Xiaorong Li** is an Assistant Professor in the East Asian Languages and Cultural Studies Department. She received her Ph.D. in Chinese literature from McGill University in 2006.
- **Lorraine Lisiecki** is an Assistant Professor in the Department of Earth Science. She received a Ph.D. from Brown University in 2005.
- **Laura Marqués-Pascual** is the new Language Program Director at the Department of Spanish and Portuguese. She recently graduated from UC Davis where she earned her Ph.D. in Hispanic Linguistics.
- **Christina McMahon** is an Assistant Professor of Theater in the Department of Theater and Dance.
- **Karen Nylund-Gibson** is a quantitative research methodologist faculty member in the School of Education.
- **Heather Royer** is an Assistant Professor of Economics with a Ph.D. from UC Berkeley.
- **Teresa Shewry** is an Assistant Professor of Literature and Environment in the English Department.
- **Tine Sloan** is the Director of the Teacher Education Program in the Gevirtz Graduate School of Education.
- **Megan T. Valentine** is an Assistant Professor of Mechanical Engineering, specializes in the study of the mechanics of biological materials.
- **Erin Cressida Wilson** is an award winning and internationally produced playwright, screenwriter, and Professor of Dramatic Writing in the Department of Theater and Dance at UCSB.
On Thursday, October 16, 2008 author’s Sandra Gutiérrez and Kathy Requejo came to the UCSB Multicultural Center for a reading and discussion of their book *Teatro Chicana: A Collective Memoir and Selected Plays*.

“These memoirs are the personal honest and riveting testimonials of 17 Chicanas who performed Chicano theater during the 1970s”.

The 1970s and 1980s saw the awakening of social awareness and political activism in Mexican-American communities. In San Diego, a group of Chicana women participated in a political theatre group whose plays addressed social, gender, and political issues of the working class and the Chicano Movement. Seventeen women who were a part of Teatro de las Chicanas (later known as Teatro Laboral and Teatro Raíces) come together in the book to share why they joined the theatre and how it transformed their lives. *Teatro Chicana* tells the story of this troupe through chapters featuring the history and present-day story of each of the main actors and writers, as well as excerpts from the group’s materials and seven of their original short scripts.
UCSB Receives Second Commitment to Diversity Award

For a second year in a row, UCSB has received the Commitment to Diversity Award at the Minority Access 9th National Role Model Conference held in Arlington, Virginia from September 26th to 29th, 2008. The conference was created out of a partnership between Minority Access Inc. and the U.S. Department of Health and Human Services, and is supported by the National Institutes of Health. These institutions create the opportunity to focus the national spotlight on institutions and individuals who have excelled in producing and supporting minority researchers and their research efforts. The conference unites representatives from major research institutions, community colleges, Hispanic serving institutions, historically black colleges, and universities, and Tribal colleges and high schools from across the nation to address illness and health risks that disproportionately affect minorities.

Transatlantic Voices:
An International Symposium Celebrating Native North American Literatures and Cultures

The first day of a three day conference, “Transatlantic Voices: An International Symposium Celebrating Native North American Literatures and Cultures,” was held at the Student Resource Building and the American Indian Cultural Resource Center on October 19, 2008. It was followed by a two-day symposium at UCSB. Judy Zachary, Equal Opportunity Program Coordinator, hosted the UCSB event. Linda Murray (Diversity Coordinator) and Angela Blaver Whipple, both UCSB alumnas from the Gevirtz Graduate School of Education, were the UCSB-based co-chairs and organizers of the gathering. The UCSB event was generously supported by Chancellor Henry T. Yang, Executive Vice Chancellor Gene Lucas, Associate Vice Chancellor María Herrera-Sobek, the Graduate Division, Vice Chancellor Michael Young, the American Indian Graduate Student Alliance (AIGSA), the American Indian Cultural Resource Center, UCSB Bookstore, and the Office of Equal Opportunity.

The day’s events opened with a performance and welcome by local American Indian artists, Soldier Creek Drum. This was followed by an introduction from Kate Martin, a UCSB alumna from the Gevirtz Graduate School of Education and currently an assistant professor in the Ethnic Studies Department at Cal Poly, San Luis Obispo. She is one of the co-founders of the Community of Scholars: Gatherings of American Indian and Indigenous Students and Mentors with Linda Murray and Linda Billey-Sevedge (retired UCSB Director of American Indian EOP, Chair of the California Indian Education Association, CIEA, and currently Co-Director for Guadalupe Cultural Arts & Educational Center). (continued on p. 15)
The Gevirtz Graduate School of Education (GGSE) has recently taken several steps to diversify its research and impact by strengthening its bonds with global partners. This summer the school hosted a visit from Dr. Tien-Yu Lin, president of Taipei Municipal University of Education (TMUE) and several of his colleagues. Dr. Michael Gerber, chair of the GGSE Department of Education, and Dr. Ko, chair of the Department of Special Education at TMUE signed into effect a Memorandum of Understanding (MOU) in August. The MOU between the two departments inaugurates a mutually satisfying and productive relationship with regard to exchange of faculty and students, joint research and development activities, exchange of scholarly materials, and other collaborative activities that contribute to both schools’ individual and mutual purposes.

The GGSE hosted members from the Royal Education Council of Bhutan October 15-18, 2008. This visit announced the formation of the UCSB-Bhutan Partnership in Education that will lead to Teacher Education Program graduates going to Bhutan to teach for a year or two. As part of their time in Santa Barbara, the delegation visited Harding Elementary and the Peabody Charter schools. The group also observed the English Language Development & Specially Designed Academic Instruction in English class with Single Subject (Secondary Education) Credential students as well as the Technology class with Multiple Subject (Elementary Education) Credential students.

The Political Science Department is pleased to announce the appointment of Amit Ahuja as Assistant Professor of Political Science. He received his Ph.D. from the University of Michigan in 2008 and joined the Political Science Faculty this fall.

A native of India, Professor Ahuja’s work focuses on the democratic participation and mobilization of marginalized groups. Specifically, it explores the pattern of mobilization of Dalits (former untouchables) across different states in India.

This academic year, he will be teaching undergraduate and graduate classes on the politics of South Asia and the politics of economic development. He will also be preparing his dissertation manuscript for publication as a book.

Members of the Bhutan Royal Education Council after meeting with the Gevirtz Graduate School of Education. From left to right, Sangay Jamtsho, Tashi Wangyal, Gyalshen Penjor, Dean Jane Close Conoley, and Chencho Lhamu.
The University of California has approved a proposal by UC Santa Barbara to establish a graduate program in feminist studies that offers Master of Arts and doctoral degrees. The Women’s Studies Program now has become the Department of Feminist Studies.

“We offer a critical lens into understanding the social, economic, and political life of women and men, and apply a feminist perspective,” said Eileen Boris, Hull Professor and chair of Feminist Studies. “It’s a broadening of women’s studies. We don’t want to argue over which bodies are included in our field of study, we want to generate new ways of analyzing the world through diverse feminist perspectives.”

With more than fifty core and affiliate faculty members, UCSB’s Feminist Studies Department is one of only two within the UC system and one of only fifteen or so at public universities across the country. “UCSB is definitely at the forefront of this area of study,” Boris said.

“The inauguration of the feminist studies Ph.D. reflects not only the strength of our faculty in this area of scholarship, but also the massive investments we have made in feminist studies throughout the social sciences and humanities at UCSB,” said Melvin Oliver, the SAGE Sara Miller McCune dean of social sciences.

The feminist studies graduate program has three areas of emphasis, including race and nation, genders and sexualities, and productive and reproductive labors. All are approached from intersectional and transnational perspectives, with a focus on social justice and public policy. “This is where we’re strong as a faculty,” Boris said.

“Feminist studies professors Leila Rupp, Ellie Hernández, and Mireille Miller-Young, for example, explore diverse sexualities,” she continued. “Barbara Herr Harthorn, Barbara Tomlinson, and Laury Oaks provide cultural perspectives on science and reproduction, and Jaqueline Bobo, Grace Chang, and I foreground the labors of women of color, whether as cultural producers, grass roots activists, or trade unionists.”

A truly interdisciplinary effort, the feminist studies program has faculty associations across the social sciences and humanities, including sociology, counseling psychology, anthropology, Chicana and Chicano studies, black studies, political science, linguistics, history, English, film and media studies, history of art and architecture, music, Asian-American studies, religious studies, East Asian languages and cultures, French and Italian, Spanish and Portuguese, and Germanic, Slavic, and Semitic studies.

The addition of graduate classes will bolster an already strong program that currently serves about 100 undergraduate majors and hundreds more who enroll in our general education and upper division classes. The Department of Feminist Studies currently has nine full-time faculty members.

The program’s first graduate students are expected to enroll for fall quarter 2009.
Marking the 40th anniversary of the Black Student takeover of a computer building on the campus of the University of California at Santa Barbara, a conference, “1968: A Global Year of Student Driven Change,” took place at UCSB November 20-22, of 2008.

This conference investigated the process by which youth movements brought about fundamental change in the archaeology of power and knowledge in the West and transformed the calculus of hegemony and identity that dominated the United States, Latin America, Western and Eastern Europe in the 1960s. Students in 1968 aimed at nothing less than a democratic goal—the demand that those being educated be allowed to shape their educations and the quality of everyday life in the societies into which they were being educated. This conference maps the “new education” of the future by looking back to look forward, by recovering what is useful and dispensing with what is not, and fashioning a new pedagogy from the innovative ways of thinking, doing, and creating culture that students advanced on three continents in 1968.

“1968: A Global Year of Student Driven Change” brought together a unique collaboration among several different departments—Black Studies, French and Italian, Chicana/o Studies, Art, Art History—and units—the Interdisciplinary Humanities Center, the Artist-in-Residence program, the Gevirtz Graduate School of Education—that had never before worked this closely together at UCSB.

This collaboration emerged from a belief that one cannot understand the Black experience in America without placing it in a multidisciplinary, transnational context. In 1968, that meant students and their allies imagined and put into practice a politics that was not bounded by geographical lines. Intellectuals, artists, and activists moved across state, national, and mental borders, across ethnic and identity lines, across disciplinary and institutional barriers to ask a fundamental question: what are we being educated for?

(continued on p.14)
The one-day conference that took place on November 21, 2008 celebrated the 40th anniversary of El Plan de Santa Barbara. El Plan was the result of a Chicano student, faculty, and staff conference held at UCSB in 1969 to put together a blueprint for the statewide organization of Chicano students in a new organization to be called MEChA (Movimiento Estudiantil Chicano de Aztlan) and for the development of Chicano Studies programs in California. El Plan is considered a foundational document of the historic Chicano Movement of the late 1960s and early 1970s, the most significant Chicano civil rights movement in U.S. history. This conference will discuss the historical importance of the 1969 conference as well as the relevance of El Plan forty years later. The conference will be composed of panels bringing together some of the veterans of the 1969 conference as well as contemporary scholars of Chicano Studies.

The conference is sponsored by the Chicano/ Latino Research Focus Group of the Interdisciplinary Humanities Center; UC Mexus; the Chicano Studies Institute; Chancellor Henry Yang’s office; Associate Vice Chancellor María Herrera-Sobek and the Office of Diversity, Equity, and Academic Policy; the Department of Chicana and Chicano Studies; and the Center for New Racial Studies.

Panel participants for Panel I, “Memories of the 1969 Plan de Santa Barbara Conference,” included Fernando de Necochea, Yolanda García, Armando Vásquez-Ramos, Mariana Marin, and Luis Arroyo. For Panel II, “Senior Chicano Studies Faculty Reflections on El Plan de Santa Barbara,” the participants were: Jorge Mariscal, Carlos Haro, María Herrera-Sobek, Alex Saragoza, Denise Segura, Mario Barrera, and Pedro Castillo. The participants for Panel III, “Post Chicano Movement Faculty Reflections on El Plan de Santa Barbara” included Dolores Inés Casillas, Horacio Roque Ramírez, Edwina Barvosa, and Gerardo Aldana.
The goal of the conference was to initiate research and to serve as a discussion platform to answer: what are we educated for? To approach such an answer requires that we hear from diverse voices in a situation in which they can argue, disagree, find common ground, coalesce, and converge on some possible answers to what we should gain from 1968 to fashion a new education for tomorrow. What we hope our discussions will elicit are what were the initiatives of 1968, what value can we find in those initiatives, what needs to be cast aside, and where can we go from here in making the daily life of education once again an experimental paradise in which researchers young and old can begin an experiential, provocative, enlivening investigation into the possible.

The talk was sponsored by Arts & Lectures and the Department of Chicana and Chicano Studies.

For more information please contact:
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Tel: 805-893-3800 / Fax: 805-893-3597
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New Book!
Gregory Rodríguez Speaks at UCSB

Gregory Rodríguez, columnist for the Los Angeles Times, presented a discussion of his recently published book Mongrels, Bastards, Orphans, and Vagabonds: Mexican Immigration and the Future of Race in America on Oct. 20, 2008 to a large turnout in Campbell Hall. In his introduction, Professor Mario García of the Department of Chicana and Chicano Studies, noted that Rodríguez besides being a distinguished writer is also an important contemporary voice in American culture. In his talk, Rodríguez provided a sweeping panorama and analysis of the role that race issues and racialization has played in the history of Mexico, among Mexican immigrants and Mexican Americans, as well as between people of Mexican background and other ethnic groups in the United States. Rodríguez concludes that Chicanos and Latinos are changing and re-defining the traditional American views on race due to their more ambivalent racial identity and to their growing numbers.

The talk was sponsored by Arts & Lectures and the Department of Chicana and Chicano Studies.
Departments, Programs, & conferences

Transatlantic Voices... (continued from p. 8)

The Community of Scholars, a California-based organization, provides mentorship and guidance for American Indian and Indigenous students, with the goal of increasing student representation in undergraduate and graduate education. The readings from Osiyo: The Work of Indigenous Scholars, featured high school, undergraduate, and graduate authors. The student readings were quite moving and the audience was actively engaged.

Following the readings, the attendees were able to attend two workshops by noted Native author, Mary Churchill, and poet, Ofelia Zepeda. Mary Churchill is a UCSB alumna from Religious Studies and currently teaches at Sonoma State University. Ofelia Zepeda is a professor at the University of Arizona in the Linguistics Department. Both workshops were successful and audience feedback was quite positive. After a refreshment break, the conference reconvened for a keynote address from Kate Martin and a presentation of a Community of Scholars summer study program for Indigenous students from California and North Dakota. After a closing ceremony by Soldier Creek Drum, a reception followed.

There were over 130 attendees throughout the day at the UCSB-based gathering including local community members, students (high school, undergraduate, and graduate), local faculty, out-of-state faculty (Arizona, New York, North Carolina, Washington, and Wisconsin) and international scholars from Australia, Finland, Germany, Japan, Switzerland, and Taiwan. ■

New Book!

Católicos: Resistance and Affirmation in Chicano Catholic History

Chicano Catholicism -- both as a popular religion and a foundation for community organizing -- has, over the past century, inspired Chicano resistance to external forces of oppression and discrimination including other non-Mexican Catholics and even the institutionalized church. Chicano Catholics have also used their faith to assert their particular identity and establish a kind of cultural citizenship.

Based exclusively on original research and sources, Mario T. García here offers the first major historical study to explore the various dimensions of the role Catholicism in Chicano history in the twentieth century. This is also one of the first significant studies in the still limited field of Chicano religious history.

While Latino/a history and culture has been, for the most part, inextricably linked with the tenets and practices of Catholicism, there has been very little written, until recently, about Chicano Catholic history. García helps to fill that void and explore the impact -- both positive and negative -- that the Catholic experience has had on the Chicano community.

-- (Excerpt from the book sleeve)
The University of California Diversity Initiative for Graduate Study in the Social Sciences (UC DIGSSS), primarily funded by the National Science Foundation, strives to advance the academic and professional development of underrepresented social science students. Under the auspices of the office of the Dean of Social Sciences, the UC DIGSSS program serves students in the Ph.D.-granting social science programs and in Linguistics. Those students who enrolled in Ph.D. degree granting departments beginning 2004-2005 are eligible to apply for several sources of funding to support their academic persistence throughout the year.

This summer marked the inaugural year of the UC DIGSSS Summer Research Program. With the support of a faculty mentor, selected students received a stipend to focus on their own research during the summer of 2008. Thirteen students received funding and made significant strides in their progress toward degree completion and preparation as faculty. Students also attended bi-monthly workshops offered by staff and faculty on various topics related to their professional development (i.e., writing for publication, selecting a dissertation committee, presenting a conference paper, negotiating faculty mentoring relationships and entering the job market.)

In collaboration with Zaveeni Kahn-Marcus, the Multicultural Center Director, the UC DIGSSS Summer Research program concluded with a two-day research colloquium. Anthropology, Chicano/a Studies, Communication and Sociology students presented their research to an audience of faculty, staff, and social science graduate students.

To learn more about UC DIGSSS and the competition for the 2009 Summer Research Program, please feel free to go to http://www.socialsciences.ucsb.edu/digsss.html, or send an email to: digssscordinator@ltsc.ucsb.edu.

Cedric J. Robinson is a Professor of Black Studies and Political Science at UCSB. Robinson’s new book offers a new understanding of race in America through his analysis of theater and film of the early twentieth century. He argues that economic, political, and cultural forces present in the eras of silent film and the early “talkies” firmly entrenched limited representations of African Americans. Robinson’s analysis marks a new way of approaching the intellectual, political, and media racism present in the beginnings of American narrative cinema.

(Excerpt from book sleeve)
The Chancellor’s Advisory Committee on the Status of Women (CACSW) met this November 3, 2008 to discuss issues related to women at UCSB. Professor Hsiu-Zu Ho, the Chair of the Committee, convened the meeting.

The CACSW advises the Chancellor regarding women on campus and makes recommendations designed to make the campus environment at UCSB a friendly and hospitable one. Some of the tasks the CACSW performs include:

- Analyzes data provided about the status of women by appropriate offices such as Budget and Planning, Graduate Division and financial Aid Office (students); Human Resources and Office of Equal Opportunity staff); and Academic Personnel (faculty).
- Consults with Senior Officers to understand their perceptions of the problems of attracting and retaining women scholars and employees.
- Makes recommendations to the Chancellor on actions that could be taken to improve the status of women on campus.

Membership consists of twelve members with the membership distributed among faculty (5), staff (5) and students (2). The first meeting reviewed what had been done in the past with respect to recommendations to the Chancellor and proposed a future meeting date in the spring to discuss pending recommendations from previous years and the progress made on campus with respect to women on campus.
Family accommodation policies for childbearing and childrearing responsibilities are fundamental to an equitable and productive academic environment. The University of California's family accommodation policies and programs assist faculty and other academic appointees in balancing the needs of work and family.

The following types of Family Accommodations for Childbearing and Childrearing are available:

- Childbearing leave with or without pay
- Parental leave without pay
- Active Service-Modified Duties
- Personnel Reviews
- Stopping the clock for the care of a child

When a faculty member is aware that they will need to take a childbearing or parental leave or to participate in a period of Active Service-Modified Duties, they should provide sufficient advance notice to allow their department to make replacement teaching and other arrangements. Whenever possible, at least 45 days advance notice should be given.

A faculty member who bears a child is eligible for childbearing leave for the period prior to, during, and after childbirth. Childbearing leave consists of the time the individual is temporarily disabled because of pregnancy, childbirth, or related medical conditions.

A faculty member is eligible for 6 weeks of paid childbearing leave, at her approved base salary regardless of the length of her University service. If more time is necessary for medical reasons, up to one quarter of medical leave may be requested. Should the medical conditions continue beyond the initial quarter of leave with pay, further extension will be considered on an individual basis. During a childbearing or medical leave, no duties will be required by the University. Childbearing leave need not be taken in one continuous period of time but may be taken on an intermittent or reduced schedule basis when medically necessary.

A faculty member who has 50% or more of the care of an infant or young child may request Active Service-Modified Duties. The modified duties must be determined in consultation with the Department Chair and approved by the Dean.

An individual other than the birth mother is eligible for up to one quarter of Active Service-Modified Duties for each birth or adoption. The birth mother is eligible for up to two quarters of Active Service-Modified Duties or up to two quarters of combined Childbearing and Active Service-Modified Duties for each birth.

A faculty member will not be arbitrarily disadvantaged in their promotion, advancement or compensation because they have elected to take a child-bearing or parental leave, to stop the clock, or to defer a review. Personnel reviews that are deferred due to a family accommodation as defined in APM-760 will be treated procedurally in the same manner as personnel reviews conducted at the usual intervals. The file will be evaluated without prejudice as if the work were done in the normal period of service and will be so stated in the departmental letter.
Three faculty members from the STEM disciplines (Science, Technology, Engineering, and Mathematics) attended the second NSF-PAID Grant Sponsored Chairs’ retreat held at the UCLA Conference Center at Lake Arrowhead this October 15-17, 2008. Those attending included Amr El-Abbadi (Chair of Computer Science), Fyl Pincus (Chair of Biomolecular Science & Engineering) and Steven Poole (Vice Chair of Molecular, Cellular & Developmental Psychology). In addition, Ricardo Alcaíno, Director of the Office of Equal Opportunity and María Herrera-Sobek, Associate Vice Chancellor of Diversity, Equity, and Academic Policy were part of the group representing UCSB.

The purpose of the Chairs’ retreat is to share practices across the five University of California campuses in the Southern Californian region related to the department chair’s role in enabling faculty to achieve equity and diversity, with the goal of achieving transformational change at the institutional level. Over the course of the three day retreat material was presented in order to address the following objectives:

- To provide chairs with a shared understanding of their role as a leader and change agent in the department.
- To provide chairs with practices to enhance the recruitment and hiring of a more diverse faculty.
- To provide chairs with practices to improve faculty mentoring for promotion and advancement.
- To increase a chair’s understanding of how to build faculty morale and create a climate of inclusion within the department.
- To develop a chairs understanding of interpersonal communication techniques in a number of situations including handling interpersonal conflicts and developing departmental consensus.
- To enable personal and individual insights into behavioral style, biases and diversity issues.

Various activities were structured in order to achieve the retreat’s objectives. They included typical presentations, as well as interactive theatre case-study performances, facilitator-led debriefings and group discussions. Information was presented that encouraged attendees to revisit their ideas or opinions about bias, conflict, leadership, excellence and the future of the academy. They were encouraged to listen with an open mind, participate in the group discussions and consider possible implications for change in their own department.

NSF Partnerships for Adaptation, Implementation, and Dissemination Awards (PAID) is a program made possible through a National Science Foundation Grant (SBE 0620123), and is part of the NSF ADVANCE program whose goal is to increase the representation and advancement of women in academic science and engineering careers, thereby contributing to the development of a more diverse science and engineering workforce.

As part of this grant, the five participating southern California campuses (UCI, UCLA, UCR, UCSB, and UCSD) are developing and hosting an ongoing series of workshops, retreats and seminars targeting senior academic administrators and department chairs to enable dissemination of lessons learned and best practices from the UCI ADVANCE program, as well as from other nationally recognized ADVANCE programs that have enabled increases in hiring of women and underrepresented minorities, particularly in the STEM fields. These programs will also focus on strategies to retain and advance women and minority faculty, in addition to recruitment.
The American Indian Cultural Resource Center’s mission is to promote the development of cultural identity and leadership thus enhancing academic studies and empowering American Indian undergraduate and graduate students through their college careers. By providing resources, activities, events and ongoing development of the American Indian Cultural Resource Center, the Center encourages the sharing of ideas and experiences, which imparts a greater understanding of American Indian culture(s) to one another and the campus community. Through collaboration and networking, students, staff, faculty, and the community learn from one another important aspects of American Indian culture(s).

Thanks to all the contributors and readers of the Diversity Forum newsletter for their support and submissions! Please look for the next issue in the Spring of 2009.

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