Minority Access Inc. Citation Award for UCSB’s “Commitment to Diversity”

For the fourth straight year in a row, Minority Access, Inc. has honored UCSB with a Citation Award for its “Commitment to Diversity.” Associate Vice Chancellor for Diversity, Equity, and Academic Policy María Herrera-Sobek, received the Citation Award at the National Role Models Conference, September 10-12, 2010, in Las Vegas, Nevada.

In the forward to the program, Andrea D. Mickle, President of Minority Access, Inc., stated, “Minority Access, Inc. is an advocate of diversity. Its mission as delineated in its incorporating charter as a nonprofit organization in 1995, is to assist colleges and universities to diversify their campuses and worksites.”

UCSB Among Top Producing Universities Graduating Hispanic Americans in Physics and Geoscience

UCSB’s Physics Department and the Earth Science Department (its geoscience component) were both featured in the newsletter Focus On, a publication of the American Institute of Physics (September 20, 2010) as among the “Four universities [who] appear among the top producers for Hispanic Americans in both physics and geoscience. These are: University of California at Santa Barbara, University of Puerto Rico at Mayaguez, University of Texas at Austin and University of Texas at San Antonio.” The statistics are based on the years encompassing 2004-2008. (see page 10)
It is that time of the year again when I welcome everybody back to campus for the UCSB fall quarter. This year, the news looks much brighter regarding our UC budget and our local campus budget so at least this is welcome news. Given our restricted budget last year, our faculty hires were low in number: a total of twelve hires were made and six of these were women faculty. This is in keeping with our 50% or higher hiring rate in the last three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>% Women Faculty Hired</th>
</tr>
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<tbody>
<tr>
<td>2008</td>
<td>56.3</td>
</tr>
<tr>
<td>2009</td>
<td>53.5</td>
</tr>
<tr>
<td>2010</td>
<td>50</td>
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</table>

I am delighted to inform you that UCSB continues to gain a national reputation for its achievements with respect to its commitment to diversity on our campus. For the fourth year in a row Minority Access, Inc. has honored us with a “Citation Award” for our “Commitment to Diversity.” I received this award at their 2010 Minority Access Eleventh National Role Models Conference (September 10-12, 2010) in Las Vegas, Nevada.

UCSB also gained national attention in the disciplines of physics and geoscience. The American Institute of Physics in its front page article appearing in their newsletter Focus On titled: “Hispanic Americans Among Degree Recipients in Physics and Geoscience” written by Roman Czujko and Starr Nicholson (September 10, 2010) featured the nation’s universities and colleges top producers of physics and geoscience bachelor degrees earned by Hispanic Americans during the 5-year period from 2004 through 2008. I am proud to report that UCSB was prominently displayed among these top producers. Our congratulations to Chairs Omer Blaes and Ralph Archuleta from the Physics and Earth Science departments respectively. (See story on front page).

Finally, please note that UCSB is still #1 among the nation’s most prestigious research universities (the American Association of Universities – the top 63 universities) with respect to the percent of Hispanic enrollment at the undergraduate level and for “total for campus”: undergraduate (20.7%), graduate (7.7%), and “total for campus” (18.9%). The University of Texas at Austin ranked #2 and the University of Arizona ranked #3 for undergraduate enrollment and for total campus enrollment.

I want to thank our dedicated and committed faculty, administrators, staff and students who are making these accomplishments possible. Needless to say, there is still much, much work to do but with such an outstanding community spirit and work ethic towards diversity I am positive we will keep gaining ground in this difficult but worthwhile endeavor.

New Faculty Members Hired This Year

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Ania Bleszynski-Jayich</td>
<td>Physics</td>
</tr>
<tr>
<td>Alison Brysk</td>
<td>Global and International Studies</td>
</tr>
<tr>
<td>Andrew Griffin</td>
<td>English</td>
</tr>
<tr>
<td>Shelly Lundberg</td>
<td>Economics</td>
</tr>
<tr>
<td>Christopher Ograin</td>
<td>Mathematics/Education</td>
</tr>
<tr>
<td>Fabio Rambelli</td>
<td>East Asian/Religious Studies</td>
</tr>
<tr>
<td>Alexander Simms</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Richard Stantz</td>
<td>Economics</td>
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<tr>
<td>Cezke Xu</td>
<td>Physics</td>
</tr>
<tr>
<td>Felice Blake</td>
<td>English</td>
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<tr>
<td>Veronica Castillo-Muñoz</td>
<td>History</td>
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<tr>
<td>Nadege Cliftandre</td>
<td>Global and International Studies</td>
</tr>
</tbody>
</table>
A Message from the Chancellor

One of the special joys of serving as the chancellor of UC Santa Barbara is greeting our new students each year, and welcoming them to our campus community. My wife, Dilling, and I feel so fortunate to be part of this vibrant and diverse UCSB family. We are constantly energized and inspired by all the wonderful, creative, and innovative work being carried out here.

This year’s freshman class is our most diverse ever, and our most high achieving. The average high school GPA of our new freshmen is 3.92, up from 3.85 last year and 3.8 ten years ago. Chicano, Latino, African American, and American Indian students constitute 29% of our new freshman class, up from 17% a decade ago.

In my last column, I talked about how our students, faculty, and staff all play an important role in creating and maintaining a campus climate that values diversity and remains free of prejudice and intolerance. Over the summer, I formed an Advisory Council on Campus Climate, Culture, and Inclusion, which is charged with helping us to address campus climate issues of importance to our students, faculty, and staff; to identify and share best practices that promote diversity and tolerance; and to monitor our progress toward meeting our goals.

Council membership is made up of faculty, students, staff, administrators, and community representation, as well as academic deans and other ex-officio members. Because campus climate issues are so vital to the success and well-being of our academic community, I am personally chairing this council. We have had three meetings so far since we first convened in August.

Our campus council is working in coordination with the systemwide Advisory Council on Campus Climate, Culture, and Inclusion, created and led by President Yudof. Our campus representative to this systemwide council is Professor Beth Schneider, chair of our Academic Senate Committee on Diversity and Equity.

Throughout this academic year and beyond, we will be working to evaluate campus climate issues, practices, and policies, and to determine how we can best achieve our goals of inclusion and community. We welcome your feedback and ideas, and your participation in this important endeavor.

UCSB McNair Scholars Program Enters Its Third Year

2010 McNair Scholars
(See page 10 for full article)
A Message from the Executive Vice Chancellor

This 9th issue of the *Diversity Forum* newsletter highlights the commitment of the campus to diversity. As one reads, one is struck by the range of programs and successes that appear at all levels: in student recruitment and retention, in staff development, in faculty recruitment and achievement. These successes are noted not only within our campus community but externally as well, garnering UC Santa Barbara awards and recognitions for diversity best practices. We recently presented our Long Range Development Plan to the Regents for approval. While the response was quite favorable (and the Long Range Development Plan (LRDP) and its accompanying Environmental Impact Report (EIR) were approved and certified), a number of Regents explicitly commended us for our successes in advancing our twin targets of excellence and diversity. This success is really the result of a campus-wide desire to succeed in diversifying our faculty, staff and students and the commitment of the campus community to put in the requisite time and energy to make progress. Following a month of reports of increasingly high rankings of our campus and its programs by the likes of US News and World Report, the Academic Rankings of World Universities, Times Higher Education, and the National Research Council (NRC), we can be proud that our efforts in diversity are achieving similar successes.

The Office of the Executive Vice Chancellor

Gene Lucas
Executive Vice Chancellor

Gevirtz School of Education: Teacher Education Program at UCSB

The Teacher Education Program at UC Santa Barbara’s Gevirtz School was chosen as one of 29 programs to nominate Woodrow Wilson National Fellowships.

The Teacher Education Program (TEP) at the Gevirtz School has been chosen to receive Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color (WW-RBF) beginning in the 2011-12 academic year. This designation allows the program to nominate two undergraduate students of color from our campus for $30,000 fellowships and allow WW-RBF fellows from UCSB and other areas of the country to come to our campus. The Teacher Education Program was chosen as one of only 29 campuses for this honor from a pool of 159 applicants. Dean Jane Close Conoley of the Gevirtz School of Education says, “The choice is a testament to the faculty’s hard work in creating a teacher education program that is a national model.”

TEP has selected the two UCSB nominees for the Woodrow Wilson – Rockefeller Brothers Fund (WW-RBF) Fellowships for Aspiring Teachers of Color. The two seniors are: Kareen Misha U. Chua and Abram Alem. Kareen is a Linguistics major and Education minor, and aspires to be an English teacher. Abram is a Black Studies major with minors in Education and Global Peace & Security, and aspires to be a history/social science or math teacher.

The goal of the WW-RBF Fellowships for Aspiring Teachers of Color is to help recruit, support, and retain individuals of color as K-12 public school teachers in the United States. Current trends indicate that by the year 2020, the percentage of teachers of color will fall to an all-time low of five percent of the total teacher force, while the percentage of students of color in the K-12 system will likely near 50%. This Fellowship offers an important opportunity to ensure that greater numbers of highly qualified teachers of color enter public school classrooms around the country.

Candidates must be nominated by their undergraduate institution in order to be considered for this fellowship program. Each nominating institution is allowed to nominate two candidates for the fellowship. Interested applicants must meet all requirements and campus application deadlines in order to be nominated and move forward in the application process. Acceptance into the Fellowship program is contingent on acceptance into a partner graduate program (such as UCSB). Up to 50 finalists will be invited to the interviews in November with the Woodrow Wilson Selection Committee. The Woodrow Wilson Foundation expects to award 25 WW-RBF Fellowships annually.
A Message from the Director of the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance

In this edition I would like to highlight some of our Office staff’s extraordinary accomplishments over our past big transition year to a more centralized and comprehensive Office of record.

An important responsibility of our office historically has been the monitoring of the University’s affirmative action program. With the addition of Senior Data Analyst, Elizabeth Rogers, these efforts have been significantly improved. Elizabeth provided all of our Vice Chancellors with practical and usable workforce information to enable the campus the ability to take more responsive action to address those areas that remain under-represented in female and minority representation. Elizabeth also worked with Academic Personnel to update the Academic Personnel Manual (Red Binder) procedures as well as the academic recruitment process, for which she developed and provided informational seminars. More recently Elizabeth led our offices effort to upgrade and update our website in order to provide our campus community with more comprehensive and relevant information about our services. You may visit our new website at www.oeosh.ucsb.edu.

Another equally important area of responsibility is our ability to investigate and help the campus resolve issues of unlawful discrimination. In the past year, Sexual Harassment Officer and Senior Investigator Ariana Alvarez led our office’s efforts to standardize investigative procedures and practices, which resulted in the collection of comprehensive and reliable information that has already helped to respond and resolve complaints brought to our attention. Among other things, Ariana also led the training and development of Investigative Analyst Kristen Gibson, which allowed me to promote her into her new role as an Investigator of discrimination complaints. Kristen is now responsible for receiving and analyzing all new complaints and concerns brought to our office for consideration, in addition to assisting in the development and maintenance of our new complaint database. Ariana and Kristen helped to bring resolution and closure to dozens of complaints in the past year.

At Ariana’s suggestion, our campus hosted this fall’s systemwide meeting of Title IX Officers in November. Sexual Harassment and Diversity Education Manager Carol Sauceda led our office’s coordinating efforts to ensure a productive meeting for all 10 campuses and Labs. This past summer Carol was also instrumental in securing expert law enforcement trainers for our campus’s Police Department to conduct diversity and sensitivity training in response to student requests. More recently Carol coordinated the return of the Life Theatre Services performance group for AB 1825 Sexual Harassment Awareness and Prevention Training which will take place on December 1st. (Please see page 17 for information and contact Carol Sauceda to enroll 805.893.3442).

As all of the projects above need a great deal of support in the areas of contract and budget administration, as well as general administrative support, our Office Manager, Nadia Tapia, has been instrumental, and at times critical, in helping us realize these projects. Nadia recently developed a Work Study Student position and hired Taryn Sternlight to help out with the increased work load as well as to provide a career development opportunity for students. Taryn is a junior majoring in Communications.

I am proud of our staff’s accomplishments over the past year, especially since they succeeded during a time of great transition and change that is still evolving as we settle into our new role.

Contact:
Elizabeth Rogers  (805) 893-3214
Kristen Gibson  (805) 893-5410
Carol Sauceda  (805) 893-3442
Ricardo Alcaíno  (805) 893-4504
Every year since 2004, UCSB’s Theater and Dance Department and the Institute for Chicano Studies have co-sponsored a “Teatro Tour” to local high schools and community centers. During spring quarter UCSB students go out on the road to perform live “actos” using techniques developed by El Teatro Campesino. The actos, written by the students, deal with issues of concern to “at risk” youth.

Funding by the Faculty Outreach Program and the UCCSC/UCHRI at UC Irvine were used in touring four actos developed in the Teatro 1 class (Winter ’10) taught by Theater Professor Carlos Morton and Dan Hodnett, a UCSB graduate student trained in community-based theater. Teatro 2 (Spring ’10) consisted of taking the actos on the road and performing them in local high schools.

In Teatro 1, UCSB students spent the Winter Quarter studying Teatro Campesino, Culture Clash, San Francisco Mime Troop, and other performance groups and created new plays based on these established models. One of the highlights was a workshop conducted by Mexican theater artist and mime Oscar Ortiz. Through a series of readings, improvisations, and rewriting, students in the Teatro 1 developed actos whose themes dealt with substance abuse, peer pressure, homophobia, and teenage pregnancy. The UCSB’s Teatro Tour Company consisted of Lina Aldana, Nadia Aquino, Cassandra Cunningham, Peter Dunn, Luis Gómez, Azucena Gutiérrez, Eric Higinbotham, Markieil McMurray, Bianca Pérez, Michael Sadighian, Fernando Andrade, Collin East, Tomás Campos, and Ruisi Lee. The students were from disciplines as diverse as Theater, Biology, Classics, Communications, Political Science, Feminist Studies, Spanish, and Anthropology.

During Teatro 2 (Spring ’10) the actos were rehearsed and performed at five area high schools: Bishop Diego, Pioneer Valley, Santa Paula, Channel Island, and Los Robles -- a facility run by the California Division of Juvenile Justice. All schools requested that Teatro Tour return next year. Several schools do not have theater courses and rely on this program in order to introduce their students to theater arts. Other schools which do support theater studies see this program as a vital link that inspires theater students to continue their post graduate education.

Teatro Tour’s contacts at the various high schools were informed in advance of the themes and content of the four actos so that they could prepare classes for the material. A dress rehearsal was held at UCSB at the end of Winter 2010 and teachers were invited to see the actos. After each performance, the Teatro Tour Company held a talk back with the high school audiences in order to further discuss the content of the plays. The talk backs also helped to demystify higher education and encourage at risk youth to consider furthering their studies after high school. Audiences varied in size from 30-400 persons. By the time Teatro Tour ended, it performed to over 1000 spectators.

As issues concerning the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) communities make national headlines, the Resource Center for Sexual and Gender Diversity (RCSGD), EUCALYPTUS and a growing number of student organizations continue to seek out ways to educate the campus community and advocate for the needs of the LGBTQ community. In response to campus interest in LGBTQ introductory trainings, the RCSGD and Associated Students Queer Commission began to conduct Safe Zone presentations in winter quarter 2010.

The need for continued outreach and education around LGBTQ issues is highlighted in the research of Sue Rankin. In 2005, Rankin published her findings on the challenges faced by sexual minorities on college campuses. One-third of LGBTQ undergraduate students in her study had experienced harassment within the past year, while fifty-one percent reported concealing their sexual orientation or gender identity to avoid intimidation. Moreover, twenty percent of respondents reported fearing for their physical safety. These findings led Rankin to conclude that sexual orientation, gender identity, or gender expression “often prevents [students] from achieving their full academic potential or participating fully in the campus community.”

At UCSB, students who identify as LGBTQ report similar challenges to those discussed by Rankin. Thus, the RCSGD has revived the Safe Zone Training Project to help foster a more inclusive learning environment. The current project builds upon a previous effort to provide Safe Zone stickers to interested faculty and staff. Whereas the former campaign involved only an educational pamphlet, the new Safe Zone campaign requires that participating individuals complete an hour-long presentation that addresses inclusive language, community safety, and LGBTQ resources. After completion of the training, participants receive a Safe Zone Pledge card, which can be placed in one’s office and provides visibility to community allies.

(continued on p. 14)
American Indian Cultural Resource Center

Our Mission

The mission of the American Indian Cultural Resource Center (AICRC) 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, AICRC encourages the sharing of ideas and experiences, which imparts a greater understanding of our 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 our culture(s).

American Indian & Indigenous Studies at UC Santa Barbara

American Indian & Indigenous Studies Minor

Department of Religious Studies

The study of American Indian and indigenous peoples provides students with the opportunity to closely examine the histories, issues, and rich cultures of “first nations” throughout the hemisphere and globally. The minor in American Indian and Indigenous Studies (AIIS) offers flexibility in its interdisciplinary approach as students work with faculty across campus in a wide range of subjects, methods, and interpretations. All courses to be applied to the minor must be completed on a letter-grade basis. This includes two preparation courses and 20 upper-division units. Students interested in pursuing the AIIS minor should check with the Religious Studies Undergraduate Advisor for details.

Interdisciplinary Major in American Indian Studies/B.A. Degree

College of Letters and Science

An interdisciplinary major in American Indian Studies can be achieved with approval from the College of Letters and Science Interdisciplinary Studies program. Students wishing to enter the major must draw up a proposed program of study and work with the College and their academic departments to create a viable program of study. Interested students are advised to begin the process by the beginning of their junior year. Applicants to this program are normally not admitted as freshmen. Admission to the major in the senior year is not encouraged and will be granted only in exceptional circumstances. For more information, contact the Advising Office at the College of Letters and Science, 1117 Cheadle Hall, 805-893-2038 or 805-893-3201.

Contact

Student Resource Building Room 1219
Santa Barbara, CA 93106-7170

Phone (805) 893-4758
Fax (805) 893-3656
eopaiirc@sa.ucsb.edu
www.sa.ucsb.edu/eop/aicrc

AICRC Annual Harvest Dinner
Center for Black Studies Research

Work in Haiti Continues: Two New Research Initiatives Launched

Since the spring, the Center for Black Studies Research has been dedicated to maintaining and expanding on work in Haiti, while simultaneously launching two new research initiatives. Due to overwhelming support from the staff, the Center’s Advisory Committee, and from various units, faculty, and students, the Center was able to have an extremely productive year.

In response to the Haiti earthquake, the Center for Black Studies Research established the UCSB Haiti Relief Committee, made up of student groups, faculty, staff, and community members who will address emergency relief and develop long-term sustainable projects in Haiti. Claudine Michel, Center Acting Director, and Nadège Clitandre, UC President’s Postdoctoral Fellow, participated in numerous forums, meetings, conferences, and assessment trips at UCSB, nationally, and in Haiti during the six months following the earthquake. Dr. Michel and Dr. Clitandre were able to work directly with organizations in Haiti, such as the Port-au-Prince community library, Bibliothèque du Soleil.

Direct Relief International, a Santa Barbara-based aid organization, sought the involvement of the Center to assist in developing their Community Grants Program in Haiti. The Program has created a $500,000 Community Grant Fund for local Haitian organizations that have suffered tremendous losses, that have undertaken extraordinary efforts, and that will play an essential role in the ongoing efforts to recover, rebuild, and serve affected people.

In addition to the Haiti Relief Committee, the Center supported the formation of the UC Haiti Initiative (UCHI), which has been headquartered at the Center since July. On August 14th, twenty-one representatives of UCHI, including thirteen students, went to Haiti for a ten-day, coordinated assessment trip. The group visited Port-au-Prince, Jacmel, Mirebalais, and Leogane, the epicenter of the 7.0 earthquake.

This year also saw the publication of Volume 16.1 of the Journal of Haitian Studies, a special issue on Re-Conceiving Hispaniola, guest edited by Robert H. McCormick, Jr., Sally Barbour, and Sara Steinert-Borella.

The Black California Studies Initiative, part of the Center’s Urban Studies Initiative, made significant progress this year. The Center sponsored several forums and cultural events in support of this project, such as a discussion panel, The Compton Cookout and More: Race in the College Party Scene, chaired, organized, and presented by Center Director Clyde Woods.

The Black California Studies Initiative also received a grant from the UCSB Center for New Racial Studies, which will fund the Black California Dreamin’: Social Vision and the Crisis of California’s African Americans book and conference project. (continued on p.19)
**Family Friendly Policies for Faculty**

**Family Accommodations for Childbearing and Childrearing**
Red Binder VI -1, APM - 760

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:
- a. Childbearing leave with or without pay
- b. Parental leave without pay
- c. Active Service-Modified Duties
- d. Personnel Reviews
- e. 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.

**Parental Leave Without Pay**
Red Binder VI - 4E, APM - 760-27

A faculty member is eligible for full-time or part-time parental leave without pay for up to one year to care for a child. The child may be the appointee’s child or that of a spouse or domestic partner.

**Childbearing Leave**
Red Binder VI - 4, APM - 760-25

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.

**Active Service - Modified Duties**
Red Binder VI - 5, APM - 760-28

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.

**Stopping the Clock for the Care of a Child or Children**
Red Binder VI - 1, II, APM - 760-30

A faculty member may stop the tenure clock during the probationary period to care for a newborn child up to the age of two or a child under age five newly placed for adoption or foster care. The child may be the individual’s child or that of the individual’s spouse or domestic partner.

The clock may be stopped for up to one year for each event of birth or placement; provided that all time off the clock totals no more than two years in the probationary period. The faculty member is eligible to stop the clock even if the individual does not take a formal leave or have a modification of duties.

Stopping the clock will not delay the timing of a merit or promotion review. However, the faculty member may request to defer a review based on time off the clock.

**Personnel Reviews**
Red Binder VI - 1, APM - 760-31

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.
Diversity in the Sciences

The Statistical Research Center of the American Institute identified UCSB as among the top producers of bachelor's degrees earned by Hispanic American students in physics and geoscience over the last five years!

Universities that awarded the most physics bachelor's degrees to Hispanic Americans during the 5-year period from 2004 through 2008.

| University of California, Los Angeles | University of California, Santa Barbara |
| California Institute of Technology | University of California, San Diego |
| Florida International University | University of Florida |
| Harvard University | University of Puerto Rico, Humacao |
| Massachusetts Institute of Technology | University of Puerto Rico, Mayaguez |
| New Mexico State University | University of Puerto Rico, Rio Piedras |
| St. Mary's University | University of Texas, Austin |
| Texas State University, San Marcos | University of Texas, San Antonio |
| University of Arizona | University of California, Berkeley |
| University of California, Davis | University of California, Santa Cruz |

According to the NCES, each of the universities listed above awarded more than 10 physics bachelor's degrees to Hispanic Americans over the last 5 academic years.

AIP Statistical Research Center compiled data collected by the NCES.

http://www.aip.org/statistics

Universities that awarded the most geoscience bachelor's degrees to Hispanic Americans during the 5-year period from 2004 through 2008.

| University of California, Santa Cruz | University of California, Santa Barbara |
| Florida State University | University of Puerto Rico, Mayaguez |
| San Diego State University | University of Texas, Austin |
| Stanford University | University of Texas, El Paso |
| Texas A&M University, College Station | University of Texas, San Antonio |
| United States Naval Academy | University of Washington, Seattle |
| University of California, Irvine | University of California, Irvine |
| University of California, Santa Barbara | University of California, Davis |

According to the NCES, each of the universities listed above awarded more than 10 geoscience bachelor's degrees to Hispanic Americans over the last 5 academic years.

AIP Statistical Research Center compiled data collected by the NCES.

http://www.aip.org/statistics

McNair Scholars Program Enters Its 3rd Year

It is now the third year on the UCSB campus of the McNair Scholars Program. Funded by the U.S. Department of Education, the McNair Scholars Program supports selected first-generation, low-income and U.S. underrepresented students in their quest to apply to and attend doctoral programs. The program includes students from all disciplines across the UCSB campus. Currently, there are 18 seniors, all of whom are applying for graduate training, and 11 juniors.

Each student has at least one year of faculty mentored research and has presented at least one talk at McNair National Research Conferences and one poster on the UCSB campus; some number also present their research at professional meetings of their disciplines. The current students have presented their work at national conferences held at the University of Maryland, University of Wisconsin, University of Washington, and in Atlanta, at a conference sponsored by Georgia State University and Morehouse. Three of McNair students were admitted to undertake additional research at other universities in Summer 2010: Paul Monge-Rodríguez at Berkeley, Marites Villarosa García at the University of North Carolina, and Precious Boone at Howard University.

With two cohorts of graduating seniors, the program has seen significant success in furthering the ambitions of its students who are seeking Ph.D.'s. The 2010 graduating cohort is now busy at work in graduate programs at universities throughout the country including Michigan, USC, Harvard, Columbia, University of Utah, University of Texas, University of Colorado, George Washington, and in the University of California system in doctoral programs at Berkeley, Irvine, Riverside, San Francisco, and Santa Barbara.

Each year there are two admissions cycles: Fall Quarter admission for junior transfer students, now underway, and Winter Quarter admissions for students who begin as rising juniors in the McNair Summer Research Program following their admissions. Winter Quarter applications are due in the McNair offices on February 11, 2011. Faculty members are urged to encourage their undergraduate research assistants and bright scholars in their classes to apply. See the McNair Scholars Program website at: http://mcnair.ucsb.edu
Every September on Convocation Monday, the Department of Feminist Studies invites its faculty, graduate students, and affiliates to a “celebration” of the year’s achievements and a look forward to the upcoming academic season. It’s a time to catch up and report back—on books and articles published, awards received, challenges faced, projects begun, and courses developed. Feminist Studies welcomed new members to UCSB, be they recent faculty hires, postdoctoral fellows, visitors from abroad, or entering Ph.D. students. In 2009, the Feminist Studies Department became one of a small number of departments to offer the Ph.D. in Women, Gender, and/or Feminist Studies. This year the second cohort was admitted and the celebration offered them a space to meet doctoral emphasis students from across the campus, affiliate faculty members, and knowledgeable staff.

In 2009-10, the first cohort was admitted. Sandibel Borges came with a B.A. in Women’s Studies and Spanish from Washington State University, where she was a McNair Scholar. She is writing her M.A. thesis on an organization working with Latin American and other migrant women working in the sex industry of Madrid, where she did field research last summer. Carly Thomsen already had earned an M.A. from the University of Arizona in Women and Gender Studies; she wrote on U.S. abortion narratives, is turning a chapter of her M.A. thesis into an article, and is looking forward to researching rural women’s sexualities for her Ph.D. dissertation. Shannon Weber, who holds a B.A. from Mount Holyoke, defended her M.A. thesis this October, “What’s Wrong With Be[com]ing Queer? Biological Determinism as Discursive Queer Hegemony,” which has been accepted for publication by the premier journal Sexualities. Her dissertation work will consider women’s colleges as queer-friendly spaces.

The new group is equally talented and committed to rigorous feminist research. Leigh Dodson, with a B.A. in Women’s Studies from Vassar and an M.A. in American Studies from New York University, takes as her project the queering of class. She will be developing an article from her M.A. thesis, “Marketing Desire: Women, Work, and Sexual Practice.” With her B.A. in English and Women’s Studies from Dickinson College, Mary Alice Hartsock arrives to study narratives about and by transnational careworkers, after spending the last couple of years working for Living Beyond Breast Cancer, a nongovernmental organization. Chloe Diamond-Lenow received her B.A. in Women and Gender Studies from Vassar and her M.A. in Gender Studies from the London School of Economics, where she focused on feminist analyses of sex work and sex trafficking, looking beyond the male perpetrator/female victim dichotomy by attending to male and transgender sex workers. She plans to focus her future research on masculinities from a feminist perspective. The second McNair scholar, Leva Zand from Sacramento State with a B.A. in Sociology and Women’s Studies, intends to continue her work on Iranian women’s sexuality and new media. She just had a revised version of her McNair paper, “My Body, My Blog: Female Body Image and Sexuality in the Iranian “Weblogestan,” accepted for publication in NMediaC: The Journal of New Media and Culture.

Also joining the Department this year as a Ford Post-Doctoral Fellow is Marci Carrasquillo, whose mentor is Associate Professor Ellie Hernández.

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Author and Poet Jimmy Santiago Baca Receives 2010 Luis Leal Literature Award

Jimmy Santiago Baca could easily have pursued a life of crime. As a young man sentenced to five years in a maximum-security prison, he was well on his way. While incarcerated, however, Baca learned to read and write, and found he had a passion for poetry. After serving his time, he chose to leave prison not as a hardened criminal, but as a new writer.

Now an award-winning poet, novelist, and essayist, Baca is the recipient of UC Santa Barbara’s 2010 Luis Leal Award for Distinction in Chicano/Latino Literature. Born in New Mexico of Indio-Mexican descent, Baca is the recipient of several awards and honors, including the Pushcart Prize, the American Book Award for Poetry, the International Hispanic Heritage Award, a National Endowment for the Arts Fellowship, and the International Prize, which he received for his novel A Place to Stand. He has held a Regents Chair at UC Berkeley, The Wallace Stevens Endowed Chair at Yale University, and The Endowed Hulbert Chair at Colorado College.

Baca jump started his writing career in the late 1970’s by sending three poems — from prison — to Denise Levertov, a poet herself, and then-poetry editor for Mother Jones magazine. His work was published in the magazine and then appeared in a volume titled Immigrants in Our Own Land, which came out in 1979 — the year he was released. He earned his general education diploma (GED) a few months later, and then went on to the University of New Mexico, where he completed a Bachelor of Arts degree in English. In 2003, he received an honorary doctorate degree in literature from the same university.

Jimmy Santiago Baca is a voice of Chicano survival in a country that has too often marginalized Chicanos and other Latinos,” said Mario T. García, professor of Chicana and Chicano Studies and of history at UCSB.

The author of more than 11 volumes of poetry and three novels, Baca has been a guest on several radio and television programs, including National Public Radio’s All Things Considered, Good Morning America, Language of Life with Bill Moyers, and CBS Sunday Morning.

A writer who is devoted not only to his craft but to teaching others who are overcoming hardship, Baca established Cedar Tree Inc., a non-profit foundation in New Mexico that conducts literary workshops in prisons and detention centers, and at community centers and schools for at-risk youth. The organization’s mission is to provide underserved communities with the tools necessary to overcome obstacles to learning.

In 2006, Baca received the Cornelius P. Turner Award, a national honor presented annually to a GED graduate who has made outstanding contributions to society in the areas of education, justice, health, public service, and social welfare.
Sandra Cisneros Comes to UCSB

Sandra Cisneros is the founder of the Alfredo Cisneros del Moral Foundation, the Elvira Cisneros Award and the Macondo Foundation, all of which work on behalf of creative writers. She is the recipient of numerous awards including a MacArthur. Her writings include The House on Mango Street and Caramelo; short stories as Woman Hollering Creek; and the poetry collections My Wicked, Wicked Ways and Loose Woman. She makes her home in San Antonio, Texas, where she is writer in residence at Our Lady of the Lake University.

Co-sponsored by the Center for New Racial Studies, University of California, Santa Barbara; the Chicano Studies Institute; the College of Creative Studies; the Comparative Literature Program; the departments of Chicana and Chicano Studies; English; Feminist Studies; Germanic, Slavic and Semitic Studies; Linguistics; and Spanish and Portuguese; Latin American and Iberian Studies; the Luis Leal Endowed Chair in Chicano Studies; the MultiCultural Center; the Office of the Associate Vice Chancellor for Diversity, Equity and Academic Policy; the Office of the Executive Vice Chancellor; the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance; and the Writing Program.
Back-Up Care Advantage Program

Bright Horizons Back-Up Care Advantage Programs offers the highest quality back-up care when your regular care arrangement is on holiday or just unavailable. For example, you can use back-up care:

- When your child or adult relative’s primary caregiver takes a vacation.
- If your regular caregiver becomes sick or is unavailable.
- When you are in between child, adult or elder care arrangements.
- When your family member is mildly-ill.

Plan Ahead

Before your dependant can use back-up care, you must register. Once you are registered, you can request reservations whenever the need for care arises. Reservations are accepted as early as one month in advance up to the day you need care.

Make a Reservation Today

Because demand for care is often highest around holidays when full-time centers or schools are closed, schedule your reservations as soon as you think you might need care.

McNair Scholars Program

(continued from p.10)

The staff of the UCSB McNair Scholars program continues to grow and change. Professor of Sociology Beth Schneider continues as Director and Monique Limón remains as Assistant Director. They are joined this year by Micaela Morgan, the new Program Coordinator; Dr. Ellen Broidy, the writing consultant; and Mr. Carlos Jiménez, the Graduate Student Mentor, who is pursuing his Ph.D in the Film and Media Studies Program. Dr. Schneider and Dean of Social Sciences Melvin Oliver continue as Co-PIs.

Resource Center for Sexual and Gender Diversity

Safe Zone Trainings

(continued from p.6)

Members of Associated Students Queer Commission are full partners in the implementation of Safe Zone trainings, and lead most of the trainings for student groups and resident assistants. Career staff in the RCSGD conduct trainings for faculty and staff. Thus far, approximately 50 trainings have been completed, and participants have included the UCSB Police Department, the Office of Equal Opportunity and Sexual Harassment/Title IX Compliance, Orientation Programs, Student Health, and Residential Life. Each Safe Zone training is tailored to meet the needs of each specific campus constituency that requests a presentation.

The Safe Zone Training Project was made possible through the generous support of EUCALYPTUS, the Office of the Chancellor, and Associated Students Queer Commission. For more information or to schedule a presentation, please call the Resource Center for Sexual and Gender Diversity at (805)893-5847 or visit our website at www.sa.ucsb.edu/sgd.
Women Faculty Representation, Recruitment, & Retention. CACSW recommends that the campus:

- Remain committed to increasing the representation of women and closely monitor efforts to hire and train women relative to the pool of available candidates.
- Provide more direct attention to all individual search committees to ensure that the recruitment process is fair and inclusive in evaluating all qualified candidates.
- Make available data on successful retentions by sex and rank. We recommend that the office of Academic Personnel maintain data on the number of successful retentions by sex and rank, including the average salary augmentation by sex and rank. Annual summary reports based on data from the past 3 or 5-year period could be included in the EVC’s annual report on salary equity.
- Continue to educate department chairs in the implementation of family-friendly policies.
- Continue to monitor gender and ethnic minority representation across Academic Senate committees and make these data readily available to all Senate committees including the Committee on Committees.
- Adopt active measures for recruiting senior women faculty for campus leadership positions and set tangible targets for establishing equity. Offer one-quarter Faculty Leadership Internships (with course relief) that would enable a female faculty intern to work closely with senior administrators

Women Staff Recruitment and Retention. CACSW recommends that the campus:

- Bring forward qualified women for consideration for senior level positions (SMG). Our first goal should be to reach our affirmative action annual percentage goal of 43%.
- Continue to make hiring decisions at the MSP level that support women, and minority women in particular. The need to advance women of color needs to be a firm and urgent priority of our recruitment and retention efforts.
- Continue to administer exit interviews for staff and continue to analyze the data.
- Study the efficacy of staff training & development initiatives. Women appear to participate in campus-available training at higher rates than men and we need to investigate whether our training programs are effective at advancing the careers of women staff.
- Monitor the proposed policy changes on sick leave: 1) support the more inclusive definition of family and household members in the existing policy; and 2) remove the proposed change prohibiting the use of accrued sick leave to accompany family/household members to medical appointments.

Graduate Student Recruitment, Retention & Representation. CACSW recommends that the campus:

- Continue efforts in recruitment and retention of women and other minority groups.
- Institutionalize academic and social support for women and underrepresented groups. Continue to provide student services for graduate students.
- Monitor trends across the disciplines and increase efforts to recruit and retain female graduate students particularly in departments lacking equitable female representation.

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Diversity Initiatives and Programs Overview

- Academic Senate Center for Faculty Outreach
- Academic "Writing Project"
- Computational Science and Engineering (CSE) Integrative Graduate Education and Research Training (IGERT) Program
- Expanding Pathways to Science, Engineering and Mathematics (EPSEM)
- Institute for Quantum Engineering, Science and Technology (IQUEST)
- Kids Do Ecology
- Kids in Nature (KIN)
- Let's Explore Applied Physical Science (LEAPS)
- Mathematics, Engineering, Science Achievement (MESA) Program

McNair Scholars Program
The McNair Scholars Program prepares qualified undergraduates for entrance to a PhD program in all fields of study.

Partnership for Adaptation, Implementation and Dissemination (PAID)
PAID is a National Science Foundation (NSF) program intended to equip senior administrators, deans, and chairs to advance gender equity and diversity in the professoriate.

Physics Learning Center and the Physics Circus
The Physics Learning Center offers hands-on experience to local students exploring principles of electricity, conservation of momentum, flow of fluids.

Project Excel
Project Excel is designed to engage and involve parents, local educational institutions, community based organizations, businesses, professionals and faith based organizations in the academic preparation of Black African-American and Native-American scholars in grades 5 through 12 in the greater Santa Barbara area for enrollment in a four-year college or university.

Raza College Day
Raza College Day is an annual one-day conference organized by El Congreso, the Chicana/o and Latina/o student resource organization at UC Santa Barbara.

Research Mentorship Program
Allows pre-college students in grades 10-12 to participate in ongoing laboratory and field-based, cutting edge research in the social, physical, and biological sciences.

Santa Barbara Pathways
The "Pathways" program provides a comprehensive package of educational services for students and families in the Santa Barbara Elementary and High School District and feeder schools aimed at reducing academic achievement disparities and increasing college-going rates among local youth.

Student Initiated Outreach Program (SIOP)
Registered UCSB student organizations do various outreach projects for students in K-12 schools including overnight campus visits, college days, classes, workshops, and festivals.

Summer Transition Enrichment Program
The Summer Transitional Enrichment Program is a two-week summer-bridge residential program that provides incoming Educational Opportunity Program (EOP) students with an in-depth orientation to university life and campus resources.

Teatro Pipeline
Teatro Pipeline is a creative partnership between UC Santa Barbara, Santa Barbara City College and Santa Barbara High School to engage students in the arts and to assist high school and city college teachers and student to develop their own performances.

Women in Science and Engineering (WISE)
WISE is a campus organization dedicated to promoting equal opportunity for women in science and engineering and to improve their scientific and career advancement.

Young Writers Camp
Sponsored by the South Coast Writing Project, this summer camp offers children entering Grades 2 through 9 a unique opportunity to develop their creative abilities, improve the quality of their stories/poems, and learn special writing techniques.

Diversity Resource Centers
- Disabled Students Program (DSP)
- Educational Opportunity Program (EOP)
- The Multicultural Center (MCC)
- Resource Center for Sexual and Gender Diversity
- The Women’s Center
- Center for New Racial Studies

(continued on next page)
UCSB’s Best Diversity Practices

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Student Cultural Resource Centers

- African diasporic Cultural Resource Center (AdCRC)
- American Indian Cultural Resource Center
- Asian Resource Center (ARC)
- El Congreso, an umbrella organization of Chicano and Latina/o student subcommittees

Committees

- Chancellor’s Advisory Committee on the Status of Women
- Academic Senate Committee on Diversity and Equity
- Eucalyptus: the campus Committee on Lesbian, Gay, Bisexual, and Transgender Concerns.
- Professional Women’s Association
- Senior Women’s Council
- Advisory Council on Campus Climate, Culture and Inclusion

Administrative Offices

- Office of the Associate Vice Chancellor for Diversity Equity, and Academic Policy
- Office of Academic Preparation
- Office of Equal Opportunity and Sexual Harassment

Academic Departments

- Department of Asian American Studies
- Department of Black Studies
- Department of Chicana and Chicano Studies
- Department of Feminist Studies

Research Centers

- Center for Black Studies Research
- Center for Research on Women and Social Justice
- Chicano Studies Institute
- Ethnic and Gender Studies Library

UCSB DIGSSS Program

A Work in Progress:
Graduate Student Immersion in the Academic Disciplines

The National Science Foundation funded graduate training program known as the Diversity Initiative for Graduate Study in the Social Sciences (UC DIGSSS) joins with eight academic departments on the UCSB campus to facilitate a faculty-driven commitment to recruiting, admitting, enrolling, and fostering the degree completion of underrepresented graduate students. Funds are strategically disbursed to immerse the DIGSSS Scholars in research activities and support their progress through the Ph.D. “pipeline.”

The responsibilities of graduate student scholars at a research institution tend to mirror that of the faculty. While graduate students are taking courses, they too conduct research, teach courses, and strive to meet service responsibilities. Over the last three years, the UCSB DIGSSS program has disbursed nearly $134,000 to support the research activities of over 50 social science graduate scholars. UC DIGSSS scholars may apply for funds to purchase research equipment, offer incentives to study participants, or cover travel expenses directly related to research activities. These research grants have supported a number of publications by DIGSSS scholars and are paving their way to entering the professoriate.

In 2010, Bernadette Gailliard, a 4th-year graduate scholar in the Department of Communication, was named lead author on a publication currently in press written in collaboration with her faculty mentors, Karen Myers and David Seibold: “Organizational assimilation: A multidimensional reconceptualization and measure,” in Management Communication Quarterly.

Attention Staff and Faculty!

Life Theater: Sexual Harassment Prevention Training

The Office of Equal Opportunity & Sexual Harassment/Title IX Compliance is proud to again present the Emmy Award winning Life Theatre Services which will conduct two Sexual Harassment Prevention Training sessions. It is an entertaining and engaging presentation that fulfills the mandated AB1825 Sexual Harassment Prevention training.

One day only!
Wednesday, December 1st
10 a.m. or 1 p.m.
MultiCultural Center Theater

Register at:
http://learningcenter.ucsb.edu/default.aspx
Using your UCSBNetID and password.
Search for: “Life Theatre” and enroll.

If you have questions, please contact:
Carol Sauceda at carol.sauceda@oeosh.ucsb.edu

Other examples include work by students in Chicana and Chicano Studies. Eddy Alvarez published a book review of the Daniel Hurewitz book, Bohemian Los Angeles and the Making of Modern Politics (UC Press) in a recent issue of Oral History Review 2010 37(1):78-80; and Cristina Serna has a forthcoming chapter, “It’s Not About the Virgins in my Life, It’s about the Life in my Virgins,” in Our Lady of Controversy: Alma López’s Irreverent Apparition, Alicia Gaspar de Alba and Alma López, eds. University of Texas Press, Chicana Matters Series, 2011. For all graduate students, balancing learning, teaching and service can be a daunting task. Moreover, the thought of preparing and submitting a paper for publication during graduate school seems even more far reaching. Yet, as these examples show, many underrepresented graduate students, with the effective mentoring support of their faculty advisor, quickly learn to successfully manage the daily responsibilities of the professoriate and publish rather than perish in the ivory towers of academe.

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Over the last three years, the UC DIGSSS Program has disbursed nearly $134,000 to support the research activities of underrepresented Social Science graduate students.
Diversity Programs

Center for Black Studies Research

(continued from p.8)

In June, the newly launched Multi-Unit Collaborative on Environmental Justice and the Emerging Green Economy held its first conference, “Environmental Justice, the Green Economy and the Transformation of the University Curriculum.” In September, the Collaborative received a planning grant from UCSB’s Institute for Social, Behavioral, and Economic Studies to be used to hold grant writing workshops for a university-wide curriculum project. The Collaborative is currently composed of twenty faculty, students, and community members.

Also launched this year was the Center’s faculty and student research seminar series. In April, visiting lecturer and UCB doctoral student Roberto Hernández presented his talk, “Citizens and Felons Race, Immigration, and Felony Disenfranchisement.” In May, Associate Professor and UCSB alumna, H. L. T. Quan, of Arizona State University, delivered a lecture, “What Are Friends For? China’s New Adventures in Africa & the Trope of Solidarity.” In support of Professor Quan’s lecture, the Center co-sponsored the screening of Mountains That Take Wing, a feature length documentary co-produced and co-directed by Quan and C. A. Griffith. The Center hopes to expand the faculty and student research seminar series in the coming years and to use it as a mechanism for building Center-based research collaborations.

UCSB Reads Program:
The Immortal Life of Henrietta Lacks
by Rebecca Skloot

The book selected for UCSB Reads this year is The Immortal Life of Henrietta Lacks, by Rebecca Skloot. This thought-provoking title raises important questions regarding race, gender, bioethics, identity, and religion. This best-selling book chronicles the development of the HeLa cell line, taken from an African-American woman without her knowledge, which are used today in labs around the world.

This is the 5th year of UCSB Reads. The Library hosts this program each Winter Quarter with the goal of stimulating intellectual discussion on campus and around Santa Barbara.

If you would like to volunteer for this year’s program, please visit: http://guides.library.ucsb.edu/ucsbreads

The author will be speaking on campus April 11, 2011.

Chancellor’s Advisory Committee on the Status of Women: Annual Report

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• Continue to monitor TA/GSR appointments to ensure equity in female graduate student employment and pay rates.
• Encourage and acknowledge faculty and graduate student peer mentors through stipends/awards.

Childcare for Faculty, Staff, and Student Parents:

• Appoint representatives from the campus Child Care Advisory Committee to the Campus Planning Committee and to the Design Review Committee to ensure that campus building and residential expansion take into consideration the additional need for childcare facilities (including after-school programs).
• Investigate further mechanisms for reducing the cost of childcare for lower and middle income faculty, staff and students.

Work/Life Services:

• Closely examine what work/life services and programs have been eliminated through budget cuts, which are priorities, which campus entities would provide these services and what funding is needed to support these programs; and provide an action plan and support for continuing work/life services and programs.

Sexual Harassment Prevention:

• Encourage a broad-based sexual harassment education program and the resources that are necessary to support such an effort.

Sexual Violence Prevention Education:

• Recommends that a memo be sent to all faculty informing them of UCSB’s obligation to ensure prevention and education for all students. We also recommend continued support for the Rape Prevention Education Program (RPEP) and the Community Coordinated Response in fulfilling the requirements of California Education Codes and the DOJ-OVW Grant.

Support for LGBTQIA:

• We recommend consistent inclusion of gender and sexual identity in all statements from the administration with regard to diversity, continued efforts to improve the situation in I.V., and continued support for the RCSGD.

Title IX and Gender Equity in Athletics:

• Continue efforts to hire female coaches when positions become available, increase opportunities for female student-athletes and consider expanding or replicating the Gender and Diversity Training Committee to other units on campus.
Faculty Feature

Professor Kum-Kum Bhavnani

Kum-Kum Bhavnani is Professor of Sociology and Affiliate Professor with Feminist Studies and with Global and International Studies, where she is Chair of the interdisciplinary program in Women, Culture, Development. She completed her first degree, a B.Sc. (Hons.) in Psychology at the University of Bristol, and completed her M.A. in Child and Educational Psychology at the University of Nottingham. Her Ph.D. (1983-1987) was awarded in 1988 by Cambridge University (King’s College). She has recently returned to UCSB after a very successful period as the 2008-2010 London Study Centre Director for the UC Education Abroad Program, where she was also a Visiting Professor in the Department of Sociology at Goldsmiths College, University of London. From 2000-2002 she was invited to be the Inaugural Editor of the peer-reviewed journal, Meridians: Feminism, Race, Transnationalism, and Visiting Professor in Women’s Studies at Smith College, in Massachusetts.

Professor Bhavnani came to UCSB in 1991. Over the course of her career she has published or co-edited a number of books, numerous articles and book chapters, and has also guest edited Special Issues of Signs and Feminism and Psychology. Her books and co-edited volumes include Talking Politics (Cambridge University Press), Feminism and ‘Race’ (Oxford University Press), Feminist Futures (Zed Press) and On the Edges of Development (Routledge). In 2006, The Shape of Water, her first feature length, award-winning documentary, based on her scholarly research in Senegal, Brazil, India and Jerusalem, (http://www.theshapeofwatermovie.com), narrated by Susan Sarandon, premiered at the Santa Barbara Film Festival. Amongst the numerous awards garnered by the film, it was awarded Best Documentary, USA, at the 2007 Miami Women’s International Film Festival. Professor Bhavnani has been invited to present her work around the world, including in South Africa (where, previously, in 1994, she was an International Observer at the country’s first democratic elections), New Zealand, Trinidad, Abu Dhabi and across Europe and the United States, including at UC Berkeley, Vassar College and Cornell University.

Bhavnani has won a number of awards for her teaching, including the 1999 UCSB Academic Senate Award for Teaching and, more recently, in 2009, the annual Mentoring Award of the Sociologists for Women in Society, a division of the American Sociological Association.