Two UCSB Faculty Members Receive Presidential Awards

President Obama named two UC Santa Barbara faculty members as recipients of the Presidential Early Career Award for Scientists and Engineers (PECASE). The award is the highest honor the nation can bestow on a scientist or engineer at the beginning of his or her career.

Benjamin Mazin, assistant professor in the Department of Physics, and Sumita Pennathur, assistant professor in the Department of Mechanical Engineering, are among 94 individuals across the country to receive the early career awards, which recognize recipients’ exceptional potential for leadership at the frontiers of scientific knowledge, and their commitment to community service, as demonstrated through scientific leadership, education, or community outreach. The awards were presented at a ceremony in Washington, D.C., on October 14.

Mazin was cited for outstanding contributions to the development of ultra-sensitive low-temperature detector arrays that provide energy resolution and arrival timing for photons from X-rays to the near-infrared.

Pennathur was recognized for outstanding research achievements in the fields of nanotechnology and mechanical engineering, which have provided new insights in the areas of nanofluidics and interfacial science, and have resulted in the development of novel theoretical and experimental platforms that enable breakthrough discoveries relating to protein transport, absorption, and kinetics.

The PECASE awards were created to foster innovative developments in science and technology, increase awareness of careers in science and engineering, give recognition to the scientific missions of participating agencies, enhance connections between fundamental research and many of the grand challenges facing the nation, and highlight the importance of science and technology for America’s future.

UCSB Honored for Commitment to Diversity

UC Santa Barbara was once again honored by Minority Access, Inc. for its commitment to diversity. In cooperation with the Office of Minority Health and the National Institutes of Health, the award recognizes institutions committed to increasing the pool of underrepresented scholars.

Presented at the National Role Models Conference in Washington, D.C., the award recognizes the efforts of UCSB to implement programs to improve the higher educational, professional and managerial employment of minorities.

Minority Access, Inc is a 501(c)(3) non-profit educational organization that supports individuals, academic institutions, federal, state, and local government agencies, and various corporations to diversify campuses and work sites by improving the recruitment, retention and enhancement of minorities. They also provide technical assistance to minorities and minority-serving institutions and provide opportunities for sharing experiences and strategies for accessing, retaining, enhancing and graduating minority students, especially researchers.

This is the twelfth year that Minority Access, Inc. has presented formal awards at their Role Models Conference, and the fifth year in a row that UCSB has been recognized.

For more information on the award or the National Role Models conference, please visit www.minorityaccess.org.
The percentage of women hired for the employment year 2011-2012, both white and minority, came to 62.5%. This is the highest percentage of women hired since we began to keep track of these statistics in the 1970s. I want to thank the deans, administrators, faculty, staff, and students who have been instrumental in helping us achieve such impressive numbers.

I am also pleased to inform you that the ten UC campuses received a new NSF UC ADVANCE PAID grant, based on a proposal titled “Meeting the California Challenge—Women and Under-represented Minority Faculty in STEM.” I am serving as the Principal Investigator for UCSB, and helped to write the grant with all of the other UC campuses.

We were led in our efforts in writing this grant by Dr. Susan Carlson, UC Vice Provost to the Office of the President. The grant’s goal is to “enable campuses to recruit, retain, and advance more women and underrepresented minority women faculty” in the STEM (Science, Technology, Engineering, and Math) fields.

There are two components to this NSF grant: a “Recruitment Data Analysis Project” and biennial campus roundtable discussions where faculty and administrators from the ten UC campuses can gather to discuss issues related to recruitment and retention. We are very enthusiastic about the opportunities the grant will afford us to continue exploring new strategies to diversify our faculty. (See p.12 in this issue for more details.)

Another major initiative, discussed more completely by Chancellor Henry T. Yang in his column, is a Systemwide Campus Climate Assessment Survey Project that the Office of the President is sponsoring. The Office of the President has hired Susan (Sue) Rankin and Associates to structure and implement a climate assessment survey with input from the ten UC campuses. Each campus has a point person or representative in charge of carrying out the survey, and I am honored that Chancellor Yang has appointed me as the point person for UCSB. We also have a Local Work Team representing different sectors of our campus community who will be working on the survey.

This is a major undertaking and we will be working all this year on writing and fine-tuning the campus assessment survey, with plans to administer it early in the Winter 2013 quarter.

I am looking forward to working with the UCSB Local Work Team and with our campus community to make this campus climate survey project a very successful one. I will continue to keep you informed regarding this and any other important initiatives.

Selected Works From INdiVISIBLE

On Display Now at the UCSB MultiCultural Center (Through December 9, 2011)
A Message from the Chancellor

The Chancellor’s Advisory Council on Campus Climate, Culture and Inclusion, which I have written about previously in this column, has been in place for just over a year now. The Council is composed of faculty, staff, and student representatives, and I am serving as the chair. One of the Council’s primary activities for the upcoming academic year will be to help our campus prepare for the implementation of the UC Campus Climate Assessment.

Recently, President Yudof approved funding for a comprehensive and systematic campus climate survey to include faculty, staff, graduate and professional students, and the undergraduate population at the ten campuses and the Office of the President. This project is in response to the recommendation of the Regents’ Study Group on University Diversity and the Staff Diversity Council, and the work of the President’s and Chancellor’s Advisory Councils on Campus Climate, Culture and Inclusion.

I am in the process of forming a Local Work Team that will help provide feedback as to what we, as a campus, would want to see included in the survey instrument, and also help with the implementation of the survey here at our campus. The UC Office of the President anticipates administering the survey beginning in early Winter 2013. In the interim, the campuses, through their respective Local Work Teams, will provide input on the development of the assessment methodology and on the survey instrument. Each campus has been encouraged to begin a campaign to generate interest in this systemwide program and to maximize participation. I am grateful that Professor Maria Herrera-Sobek, Associate Vice Chancellor for Diversity, Equity and Academic Policy, has graciously agreed to chair this group. Dr. Herrera-Sobek also represents our campus on the President’s Work Team that is overseeing this effort.

We welcome the input of all members of our campus community on this important undertaking, and we look forward to your eventual participation in the assessment as well.

“Recently, President Yudof approved funding for a comprehensive and systematic campus climate survey to include faculty, staff, graduate and professional students, and the undergraduate population at the ten campuses and the Office of the President.”
This year’s freshman class is the most diverse ever, with thirty percent of the entering class composed of underrepresented minorities. Twenty-five percent of the class are Chicano/Latino students, inching us closer and closer to the status of a Hispanic Serving Institution. That status requires our entire undergraduate student body to be twenty-five percent Chicano/Latino for at least two years running, so we are a couple of years out from accomplishing this. Such a status will provide us with great new opportunities for federal support to further develop our academic programs to assist this student population, and we will become the first Hispanic Serving Institution in the AAU. That will be a great distinction!

This year’s freshman class is also the most academically accomplished, with total SAT scores climbing to an all-time high of 1847 and average GPA staying at 3.91. This freshman class is also the most geographically diverse. Our goal was to increase non-resident students to 10% of the freshman class. We accomplished this by a combination of improved advertising, visits to out-of-state schools, and four undergraduate recruitment sessions in Chicago, New York, Washington D.C., and Beijing. Non-resident students, both domestic and international, bring a diversity of backgrounds, cultures, and perspectives that enrich our students and our campus. The pursuit of an increasingly diverse and academically prepared student body remain our twin goals in student recruiting, as we have had continuing success in both.

Clyde Woods, 54, an associate professor at UC Santa Barbara and a distinguished scholar whose research examined social and public policy issues by studying the cultural practices of those oppressed by them, died July 6 at Cottage Hospital in Santa Barbara, according to an announcement by the Department of Black Studies.

Woods, who was also acting director of the Center for Black Studies Research, began teaching at UCSB in 2005. His work demonstrated his overarching belief that the purpose of public social science is to explore and strengthen the links between knowledge embedded in communities of color and the knowledge disseminated by universities.

A dedicated mentor and teacher to undergraduate and graduate students, Woods sparked interest in important topics related to Hurricane Katrina, Haiti, Black California, Black farmers, the education and prison systems, and the politics of rural capitalization. He was a master of one-on-one motivation of students of color, and his success as an educator outlined a practice of research-based teaching at the cutting edge of social science.

Woods was also a leader in several campuswide initiatives, including the Black California Project; and the environmental racism-environmental justice curriculum initiative established in collaboration with UCSB’s Bren School of Environmental Science & Management and Department of Environmental Studies.

Woods received his Ph.D. in urban and regional planning from UCLA, and joined the UCSB faculty following appointments at Pennsylvania State University and the University of Maryland.
A Message from the Director of the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance

Ricardo Alcaíno
Director, Office of Equal Opportunity & Sexual Harassment/Title IX Compliance

As a federal contractor, federally recognized institution of higher education, and as an employer in the State of California, our campus falls under various state and federal laws and regulations. One of the missions of our office is to help the campus stay in compliance with these laws and regulations, as well as with UC policy pertaining to affirmative action, discrimination, harassment, and equal opportunity by providing information, guidance, and advice to our campus community. This past year, two specific federal agencies have stepped up enforcement and have added and/or clarified enforcement guidelines.

The Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) began a series of audits of several UC campuses in 2010 and 2011 that have resulted in findings of violations. Some are still pending remedial action and possible sanctions by the OFCCP. Possible sanctions can include the suspension of all federal funding for a set period of time or even indefinitely. Usually sanctions first result in annual or periodic audits to ensure continually improving compliance until full compliance is reached. However, these audits can be very time consuming and expensive. The initial audits at the UCLA, UCSC, and UCSF campuses have resulted in hundreds of staff, faculty, and administrator hours of additional work as well as the production or duplication of hundreds of documents to demonstrate compliance and/or to demonstrate efforts to ensure compliance. This has included participation in the audit process by Deans, Associate Vice Chancellors, Vice Chancellors, Provosts/Executive Vice Chancellors, as well as their respective Chancellors.

There are various areas that the OFCCP has shown specific interest including pay equity based on race and gender and the efforts of campuses to actively engage in outreach toward veterans as well as the differently abled or disabled community. However, the major point of contention in these first three major audits was the large number of employees who had not identified their ethnicity and/or gender. Federal regulation requires a contractor to identify all of its employees by race and gender. Our campus currently has the lowest “unknown” rate in the system, at around 1%. Some campuses report to have “unknown” rates as high as 15%. While it may be impossible to ever reach 100% compliance, as identification is voluntary (and as the University of California has taken the position that we will not visually identify those employees who do not wish to self-identify), our office has made every effort to get as close as possible to 100%. Elizabeth Rogers conducts monthly audits and contacts those employees who are listed as “unknown” to make sure no employee gets accidentally missed in the identification process.

The other federal agency that has demonstrated an increase in staffing and enforcement efforts this year has been the Department of Education's Office of Civil Rights (OCR). The OCR is responsible for ensuring that educational institutions receiving federal funding do not discriminate based on all of the federally protected categories such as race and age, and that educational opportunities are offered to all of its students regardless of the protected category. One of the protected categories is gender or sex, which includes sexual harassment and sexual assault. In April of this year, the OCR issued a “Dear Colleague” letter that was sent to all federally funded educational institutions. The main thrust of this letter was to put all federally funded education institutions on notice that the OCR would be increasing efforts to enforce sexual harassment and sexual assault regulations that it introduced back in 2001, as well as to specifically make responsible campus staff, faculty, and administrators with the application of these regulations. Already our campus and other UC campuses have seen some OCR activity, and the OCR has ultimately concluded that the complaint resolution procedures and process on our respective campuses are not adequate because they are not uniformly administered or interpreted.

My office is also largely responsible for the enforcement and implementation of our campus sexual harassment and Title IX policies. In response to this new enforcement initiative, our office staff responsible for complaint resolution and sexual harassment education has been reviewing our compliance procedures and education materials to ensure we are in line with current regulations. Additionally, as I am the Title IX Coordinator for the campus, I attended a week-long conference this summer that focused solely on the new OCR initiative and the current regulations. I have already been working with various offices on our campus to examine and discuss our current procedures and practices, and to determine where we may need to change or improve in our procedures or practice.

My staff and I will continue to work with our campus to ensure that we are in compliance with all protected base compliance and education issues. We are available to help you with questions or concerns about our campus compliance. You may visit our web site at www.oesosh.ucsb.edu or you may call our main line at 893-2701 for more information.
UCSB Sociologist Examines the Structures of Youth Delinquency in New Book


Ríos terms this criminalization “the youth control complex” and explains how it systematically deprives boys of their dignity and their ability to succeed at school or in the job market. Once they accumulate “negative credentials,” the young men are subject to increased surveillance--and are consequently more likely to end up in prison. Ríos makes a compelling argument that better financed social programs and positive reinforcement could make all the difference.

Victor Ríos is associate professor of Sociology at UC Santa Barbara. His research interests include urban ethnography, policing, criminal justice, and youth culture. In 2010 Ríos received the Chancellor’s Award for Excellence in Mentoring Undergraduate Research, The Margaret T. Getman Service to Students Award, the Office of Residential Life Outstanding Faculty Award, and the “Young Scholar Award” from the American Society of Criminology Division on People of Color.

He is also the recipient of the 2011-12 Harold J. Ploss Award, one of the university’s most prestigious faculty honors given annually to an assistant professor from the humanities, social sciences, or natural sciences who has shown exceptional achievement in research, teaching, and service to the university.

2011 Luis Leal Award Winner: Demetria Martínez

Poet, novelist, and journalist Demetria Martínez is the recipient of UC Santa Barbara’s 2011 Luis Leal Award for Distinction in Chicano/Chicano Literature. The award was presented during a ceremony Thursday, October 27, in the Corwin Pavilion.

Martínez is best known for her novel *Mother Tongue*, which received a Western States Book Award for Fiction. The book focuses on Central American refugees entering the United States during the 1980s, and the role of the sanctuary movement in providing assistance to people the U.S. government refused to recognize as legitimate political refugees. The book is based, in part, on charges of conspiracy against the U.S. that were leveled against Martínez in connection with two Salvadoran refugees smuggled into the country. Her 1988 trial ended with a not-guilty verdict.

Born in Albuquerque, Martínez completed her bachelor’s degree from the Woodrow Wilson School of Public and International Affairs at Princeton University. She teaches at the annual writing workshop at the William Joiner Center for the Study of War and Social Consequences at the University of Massachusetts, Boston. In addition, Martínez writes a blog about human rights issues for The National Catholic Reporter. She serves on the board of directors of Enlace Comunitario, an immigrants’ rights group that works with Spanish-speaking survivors of domestic violence, and is the co-founder of the Albuquerque Chapter of Poets Against War.

The Leal Award is named in honor of Luis Leal, a professor emeritus of Chicana and Chicano Studies at UCSB, who was internationally recognized as a leading scholar of Chicano and Latino literature.

(Information and photo courtesy of the Office of Public Affairs.)
Summer Transitional Enrichment Program Helps Students Prepare For College Life

The Summer Transitional Enrichment Program (STEP) is a summer residential program that helps newly admitted first-year Educational Opportunity Program (EOP) students facilitate their transition and adjustment to UCSB. While in the program, students attend lectures, workshops, courses in math and writing, and seminars. STEP plays a vital role in giving first generation students, the first in their families to attend college, an opportunity to know what the standards and expectations are at a nationally ranked research institution such as UCSB while also cultivating a sense of belonging to a campus community of scholars, leaders, and citizens. As a program of the Educational Opportunity Program, STEP is known to help students become leaders, accomplished scholars, and role models within the campus community.

By Richard Teraoka
A Year of Research and Success for the UCSB McNair Scholars Program

The UCSB McNair Scholars Program began its fifth year in October. Funded by the U.S. Department of Education, it is designed to encourage students from groups often underrepresented in graduate programs to pursue doctoral degrees.

Fourteen June 2011 seniors in majors across the curriculum began graduate training this month at universities around the country (Boston College, Cornell, Eastern Michigan, Harvard University of Miami, UC Berkeley, Wright Institute, Chicago School of Professional Psychology, CSU Fullerton, CSU Fresno, University of Chicago, and University of Southern California).

Currently, eleven seniors are organizing their materials, updating their CVs, and putting finishing touches on their writing samples as they apply to M.A. and Ph.D. programs in a wide range of fields— from biology to sociology.

Over the past five summers, McNair scholars in their first year with the program engaged in faculty-mentored research projects on our campus, and many of the second-year scholars participated in summer research programs at Columbia University, Princeton, Arizona State University, UC Davis, UC Irvine, Oaxaca Summer Institute and University of North Carolina.

Summer 2011 at UCSB was a productive time for our McNair Scholars, who began to carve out unique and original research projects to contribute new knowledge to their respective fields. The McNair Scholars Program supported students by providing them with an academic community that comprised weekly meetings with faculty, staff, and peers. Scholars were required to complete weekly assignments such as research plans, literature synopses, curriculum vitae, and other written components of what ultimately became their summer research paper. All scholars will be participating in academic conferences across the country during the 2011-12 year, in which they will be given the opportunity to present their research.

The second issue of the UCSB McNair Scholars Research Journal will be published in December 2012. The journal recognizes the research accomplishments of undergraduate scholars from an array of academic disciplines. The first volume represented the hard work and intellectual growth of seven students who demonstrated their abilities in doing quantitative or qualitative research. Visit the McNair Scholars website to read the first volume of the journal (www.mcnair.ucsb.edu).

The UCSB McNair Scholars Program selects new students twice a year: junior transfer students in the Fall Quarter; rising juniors in the Spring Quarter. Faculty in any field interested in mentoring an undergraduate student who meets the McNair eligibility requirements should contact Dr. Beth Schneider, Director (bschneider@mcnair.ucsb.edu) or Monique Limón, Assistant Director (mlimon@mcnair.ucsb.edu), to discuss how best to support a student's application to the program.
New Face Wearing Many Hats in the Graduate Division: Francisco Herrera

Francisco Herrera joined the Graduate Division in June as its Institutional Research Analyst. But the title doesn’t begin to describe all the contributions of this multitalented staff member.

In his professional role, Herrera manages and interprets admissions, enrollment, funding and other data related to graduate studies at UCSB and develops internal reports for faculty, staff, research and course activities. He designs and analyzes survey instruments for strategic planning purposes. He also prepares reports for external reporting agencies such as the National Science Foundation, National Institutes of Health and the Council of Graduate Schools. He is also helping to create a new graduate student satisfaction survey after successfully completing a new online Doctoral Exit Survey.

“My goals are to make access to data more easily accessible for our partners on campus with regard to graduate studies,” says Herrera, “and to help improve graduate programs through the development of comprehensive surveys that will inform the Graduate Division and campus, through feedback from faculty, students and alumni.”

Another role for Herrera at the Graduate Division is as Extramural Funding Advisor. He has been a presenter at pre-doctoral funding workshops for students considering graduate school and for first- and second-year graduate students, where he informs them about funding opportunities from the National Science Foundation, Ford Foundation, and various awards from the Department of Defense.

“I also presented at a workshop on fellowships for minority graduate students, and my colleagues covered writing strategies and presented examples of successful applications,” Herrera explains. “As the Extramural Funding Advisor for the Graduate Division, my goal is to identify various funding opportunities for our graduate students so that they can accomplish their research and academic goals.”

Herrera also serves as the Graduate Division’s Fulbright Program Advisor. As Fulbright advisor, Herrera helps students interested in studying abroad with the application process and helps to coordinate the campus Fulbright candidate interview committee. “It’s been a very rewarding experience having the opportunity to hear about the exciting research that our graduate students are involved with, and providing them with feedback on their application essays,” Herrera said. “We’ve traditionally had good success in having our graduate students receive Fulbright awards, and hopefully I can help continue that success.”

Herrera came to the university from UC Davis, where he was an Evaluation Analyst at the Center for Education and Evaluation Services (CEES) in the School of Education.

He is a UCSB alumnus, earning a bachelor’s degree in Psychology in 2000. He also holds Master’s and Ph.D. degrees in Education from UCLA.

“IT’s been a very rewarding experience having the opportunity to hear about the exciting research that our graduate students are involved with.”
Laura Romo, associate professor of education at UC Santa Barbara, is the new director of the campus’s Chicano Studies Institute. She replaces Carl Gutiérrez-Jones, professor of English at UCSB, who held the position for the past six years.

Romo received her Ph.D. in psychology from UCLA, and joined the UCSB faculty in 2003. A leading researcher in the areas of adolescent development, parent-adolescent communication, and informal health education, she has been working with community agencies in Santa Barbara, including Girls, Inc. and La Casa de la Raza, to develop and implement family-based sex education programs for low-income, mostly immigrant, Mexican-origin mothers and daughters.

Romo, who has served as associate director of the Chicano Studies Institute and as director of the UC Linguistics Minority Research Institute, has identified three main goals for the Chicano Studies Institute that are consistent with its overall mission. First, she hopes to form interdisciplinary groups of faculty members who will collaborate on developing extramural grants related to research on Latino populations. “Bringing together experts from different disciplines within the humanities and social sciences is important because today’s most pressing research and societal questions are often best addressed by scholars with different backgrounds and training,” she noted.

Romo also plans to develop a training program that will directly assist graduate students in writing grant proposals for funding to support their research. “We’ll also develop an undergraduate program that will provide students with training in Latino research under the mentorship of faculty members,” she said.

Consistent with her own research interests, Romo plans to create opportunities to involve undergraduate students in community health efforts. Latinos are among several populations in low-income communities who suffer from a variety of health problems, according to Romo, and she is currently developing an undergraduate course that will allow students to see firsthand the health issues that exist in Latino communities. As part of the course requirements, students will complete a set number of service hours with a community-based health agency. “This type of experience may serve to increase the number of Latino students who pursue careers in the health sciences,” she said.

The Center for Chicano Studies, originally established in 1969, became the Chicano Studies Institute in 2009. It is an organized research unit that facilitates interdisciplinary research regarding the Chicano/Latino experience in California and the United States.

Clockwise from top left: Laura Romo and María Herrera-Sobek; Musician Anthony Ybarra entertains guests with traditional Spanish music; Guests gather around the refreshment table; Romo greets well-wishers; Romo talks with colleagues.

For Iberian Linguistics Students, Two Different Paths Converge in Spanish Language M.A./Ph.D. Program

Laura Romo Named New Director of Chicano Studies Institute

Photos From Reception to Welcome Laura Romo

Clockwise from top left: Laura Romo and María Herrera-Sobek; Musician Anthony Ybarra entertains guests with traditional Spanish music; Guests gather around the refreshment table; Romo greets well-wishers; Romo talks with colleagues.
For Iberian Linguistics Students, Two Different Paths Converge in Spanish Language M.A./Ph.D. Program

By Eva M. Wheeler

A commitment to diversity defines the career paths of two recently admitted graduate students to the Department of Spanish and Portuguese at UCSB. Despite success in banking (Chui) and legal advocacy (Wheeler), both students decided to change careers and pursue graduate studies in the Department of Spanish and Portuguese at UC Santa Barbara. The Spanish language, once merely a medium through which both students interacted with their clients and conducted business, has been redefined as their primary professional focus. Daniel and Eva chose to pursue degrees in Iberian Linguistics not despite their successes but because of the intimate, life-changing interactions with Spanish-speaking immigrant communities that their individual fields afforded them.

Daniel Chui is a first-year M.A./Ph.D. student studying Iberian Linguistics. Before coming to UCSB, Daniel pursued his passion for the Spanish language by studying abroad through the UC Education Abroad Program at San Nicolás de Hidalgo University in Morelia, Mexico, and later at Carlos III University in Madrid, Spain. After graduating magna cum laude from UC San Diego with a B.A. in Economics in 2008, Daniel spent the next three years working in the banking industry, where he used his Spanish language skills to serve the Mexican and Salvadorian immigrant communities of East Palo Alto. Daniel is fluent in Spanish and English, proficient in Mandarin, and is currently taking courses in Portuguese and Catalán. His research interests include second language acquisition of Spanish in Chinese immigrants living in Spain, as well as phonetic variation across the Andalusian dialects of Spain.

Eva Michelle Wheeler is a second-year M.A./Ph.D. student studying Iberian Linguistics and a recipient of the university’s Doctoral Scholars Fellowship. Before coming to UCSB, Eva practiced complex commercial litigation as an attorney in Los Angeles. As an undergraduate, Eva studied in Valencia, Spain, where she completed courses in Spanish language, literature, and culture and attained the Diploma de Español Como Lengua Extranjera (“Diploma of Spanish as a Foreign Language”). After graduating summa cum laude from Oakwood College with a B.S. in Finance and a B.A. in English/Technical Writing in 2005, Eva attended NYU School of Law and graduated with a J.D. in 2008. As a law student, Eva assisted attorneys with advocacy for Spanish-speaking clients in New York City, and later, as an attorney, she frequently provided legal advocacy for Spanish-speaking clients in Los Angeles. Eva is fluent in Spanish and English, proficient in Portuguese, and has studied Basque and Catalán. Her research interests include applied linguistics and second language acquisition.

Daniel and Eva selected the Iberian Linguistics program at UC Santa Barbara because of the program reputation, faculty support, graduate student collegiality, and the department’s commitment to linguistic and cultural diversity. In fact, the Department of Spanish and Portuguese at UCSB is unique in the U.S. because of its commitment to the firm tenets of multiculturalism and diversity. Undergraduate and graduate populations alike are encouraged to support these diversities by means of course offerings that are anything but traditional, and departmental events that allow students and faculty to have first-hand experience of diversity, be it in literature or language and linguistics.

Scholars Gather at UCSB to Discuss Mexican Literature

A group of international scholars and writers gathered at the UC Santa Barbara Multicultural Center on November 3rd, 4th, and 5th for “The Two Faces of Fiction,” the 14th annual colloquium on Mexican literature.

The theme for the 2011 colloquium was an interdisciplinary study of masks, masquerades, faces, concealments, costumes, alternative voices, and emerging cultural identities in Mexican and Chicano and Chicana societies. The conference examined topics related to the cultural manifestations of the border, translation, and poetry from the standpoint of masquerades and concealments.

Among the participants were Miryam Moscona, award-winning poet and author of “Negro marfil”; Hernán Lara Zavala, author of the award-winning novel, “Península, Península”; and Mónica Lavín, author of “Yo, la poet.” In addition to lectures and discussions, the conference included cultural activities, such as mask contests and a performance by the folkloric dance group Raíces de mi Tierra.

The colloquium was co-sponsored by the Department of Spanish and Portuguese and the UC-Mexicanistas, an intercampus research program directed by Sara Poot-Herrera, a professor in the Spanish and Portuguese department. Other sponsors of the event included, among others, the Ministry of Culture of Mexico and the Cultural Section of the Municipal Government of Mérida.
Songi Han, associate professor of chemistry and biochemistry, has been selected to receive a coveted 2011 New Innovator Award from the National Institutes of Health (NIH). She is one of 49 researchers in the nation to be so honored.

“[This award gives me] the amazing opportunity to take the basic instrumental and methodological development of a novel spectroscopic tool carried out in my lab to the next level of complexity and relevance, namely, to understand molecular mechanisms of protein aggregation underlying neurodegenerative diseases,” said Han, who will receive a grant of $1.5 million.

A key goal of Han’s research is to study the molecular detail of early aggregation of various proteins implicated in Alzheimer’s and other neurodegenerative diseases, and also to study their interactions with cell membranes that may provide clues to their mechanisms and disease effects.

Han, who joined the UCSB faculty in 2004, received her doctoral degree in the natural sciences from Aachen University of Technology in Germany. Her Ph.D. thesis on magnetic resonance was recognized with the first Raymond Andrew Prize of the Ampere Society. She completed postdoctoral studies at UC Berkeley with the Feodor Lynen Fellowship of the Humboldt Foundation.

She is the recipient of numerous honors and awards, including the 2010 Dreyfus-Teacher Scholar Award, the 2008 Packard Fellowship for Science and Engineering, the 2007 National Science Foundation Early Career Development Award, and the 2004 Camille and Henry Dreyfus New Faculty Award.

"The awards are intended to catalyze giant leaps forward for any area of biomedical research, allowing investigators to go in entirely new directions."

-James M. Anderson, M.D., Ph.D., director of the Division of Program Coordination, Planning and Strategic Initiatives for the NIH

UC ADVANCE PAID will leverage an established 10-campus structure at the University of California (UC) to enable campuses to recruit, retain, and advance more women and under-represented minority women faculty in STEM. UC ADVANCE PAID will consist of two initiatives and be directed by a Steering Committee of senior faculty and administrators from the 10 UC campuses.

1. **Purpose.** The purpose of the “Recruitment Data Analysis Project” is to analyze key stages of the search process to understand more about why women and under-represented minorities hired continue to lag behind PhD availability in the natural and behavioral sciences as well as engineering and computer and information science. The scale of hiring at UC permits the compilation of data on large numbers of searches relatively quickly and the opportunity to track applicant pool characteristics (gender, race, ethnicity) in relation to availability; and allows the chance to evaluate patterns in departmental recommendations for short-listed candidates and hires. Given the confidential nature of search data, in particular candidate self-identification of gender, race, and ethnicity, the 10 campus/one system structure allows UC to aggregate data in a way not possible on 10 unaffiliated campuses. The goals of this Recruitment Data Analysis Project are to design ways to collect and aggregate data that are transportable not only across 10 campuses, but potentially across broader subsets of universities or disciplines and to use this data to pinpoint roadblocks to recruitment of women and under-represented minorities in STEM.

(continued on p.14)
Harding University Partnership School Achieves Phenomenal Growth on 2011 California API Test Scores

By George Yatchisin

The Harding University Partnership School (HUPS) - the partner school of the UC Santa Barbara Gevirtz Graduate School of Education – achieved the second highest growth in 2011 API scores in Santa Barbara County. HUPS’ API score improved 57 points. In the Santa Barbara Unified School District’s history, only one other school has ever improved so impressively in one year.

The Academic Performance Index (API) is the cornerstone of California’s Public Schools Accountability Act of 1999 and measures the academic performance and growth of schools on a variety of academic metrics. Schools are expected to show a 5-point growth from year-to-year. (Please note all figures are estimates based on early test result data analysis.)

“The Harding University Partnership School community has created new opportunities for its children,” Gevirtz School Dean Jane Close Conoley says. “Their focus on parent and early childhood education and health, social emotional well being, commitment to learning deeply about their place in the world, and excitement about mathematics, science, reading, art, and music have combined to create an example of best educational practices. We are honored to be playing a role in this transformation. We’re all learning a lot about teaching, learning, and thriving.”

In fall 2010 the Harding School officially became known as the Harding University Partnership School – a place of joy, excellence and international focus. Of particular distinction for the neighborhood is the University School’s status as a candidate for the International Baccalaureate Programme, making it the only Santa Barbara elementary school currently pursuing this highly acclaimed approach that emphasizes 21st century skills and international mindedness.

The stellar teaching staff is assisted by graduate level teacher candidates from UCSB, providing greater support for students at every grade level with the latest research-based practices. Faculty researchers and UCSB undergraduate tutors partner with teachers to deliver the latest evidence-based instruction. Faculty and graduate students from the Department of Counseling, Clinical, and School Psychology are also providing a range of counseling services at a range of levels, from age 0 to sixth grade.

The Harding University Partnership School’s student body is 94% Hispanic or Latino and 74% of the students are participants in free or reduced-price lunch. Only 43% of the parents of HUPS students are high school graduates.

Merely 155 (out of 5,580 statewide) elementary schools made the list of 57-points or higher growth on the 2011 API, making the Harding University Partnership School in the top 2.7% of elementary schools statewide for API growth.
Fall Diversity Lecture: Dorothy Roberts Discusses New Racial Politics

On October 18, 2011, Dorothy Roberts, the Kirkland & Ellis Professor at Northwestern University School of Law, was the speaker for the Fall Diversity Lecture entitled Race and the New Biocitizen. Based on her new book Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century, this very informative and thought-provoking presentation discussed a new racial politics that relies on re-inventing the political system of race in biological terms using genomic science and biotechnologies.

Her lecture was very well received by the audience, who felt the presenter made a complex topic clear and easy to follow. Roberts is the author of the award-winning books Killing the Black Body: Race, Reproduction, and the Meaning of Liberty and Shattered Bonds: The Color of Child Welfare.

Many students on campus got very excited about Roberts’ visit because they had read her work in several of their classes and were finally able to meet the author. Roberts was very generous with her time, even agreeing to an animated conversation with the students over coffee. She took great interest in each of their questions and the topics the students brought up.

This lecture was co-sponsored by the Center for Nanotechnology and Society; the Center for New Racial Studies, University of California, Santa Barbara; the Department of Feminist Studies; the Hull Chair in Women’s Studies; the Office of the Associate Vice Chancellor for Diversity, Equity and Academic Policy; the Office of the Executive Vice Chancellor; and the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance.

UC ADVANCE PAID (continued from p.12)

2. Roundtable Discussions. UC ADVANCE PAID will bring faculty and administrators from 10 campuses together biennially for a total of five roundtable discussions that draw from individual campus expertise in STEM faculty recruitment and retention. Roundtables will include 40-50 UC attendees for one-day meetings on topics from cross-campus mentoring for URM STEM faculty to evaluating and rewarding contributions to diversity in hiring and academic reviews to assessing climate for Hispanic/Latina STEM faculty.

3. Intellectual Merits. The project works from an assumption of the NSF PAID program: that solutions to the under-representation of women in STEM goes beyond single campuses. This project will harness the strong system networks of UC to design and test faculty search data collection protocols that can serve as models across the nation as well as across campuses. Key partners in the initiative will share the project at ADVANCE PI meetings and other STEM national gatherings. At the Roundtables, involvement of faculty and administrators as well as those active in shared governance will ensure that the Roundtables facilitate conversations across groups, conversations that will lead to effective use of UC’s attention to diversity in the peer-review process.

4. Broader Impacts. UC is practiced in conversations about diversity, as evidenced in the involvement of several system presidents and provosts in enhancing faculty diversity. This UC ADVANCE PAID project will build on prior UC efforts by bringing these conversations fully into STEM cultures at the department, college, and Academic Senate level. The data development and Roundtable conversations at the heart of this proposal will also be integrated into the work of The President’s Advisory Council on Campus Climate, Culture, and Inclusion and 10 campus-level Climate Committees, each chaired by the Chancellor on his/her campus. These established committees will reinforce the work of UC ADVANCE PAID, particularly its focus on URM faculty. UC ADVANCE PAID can capitalize on the diversity of California in developing a model for integrating women and URM women faculty into UC STEM departments. This will directly impact education at one of the nation’s most diverse research universities (over half of 170,000 undergraduates are students of color) and the nation’s largest graduate and professional student population (over 50,000).
Race Matters Series

The center hosted a series of very interactive conversations conceived as a way of creating and encouraging discussion and open dialogue on issues of race, discrimination, oppression, and representation of marginalized communities, among others. The discussions this quarter included:

**Black and Brown Relations in Higher Education**

Becky Martínez

Within the systemic dynamics of privilege and oppression, black and brown communities are often in conflict with each other over resources and support in the academy. Instead of working together, they divide. Members of these communities often struggle to find a sense of belonging with the lack of black and brown faculty and administrators to serve as role models and mentors.

This interactive session discussed opportunities for members of black and brown communities to intentionally cultivate solidarity between and across difference. As a multi-cultural development consultant, Becky Martínez works with colleges and universities across the nation to develop socially just campuses for people of all groups. Her work focuses on dismantling systems of oppression through critical dialogue and reflection intertwined with theoretical foundations.

**The Reel Mixed Media: Portrayals of the Mixed Experience on Film and TV**

Fanshen Cox

Fanshen Cox led an open conversation on the mixed experience and an exploration of how mixed people are portrayed on television and in film. Cox is co-founder/co-producer of the Mixed Roots Film & Literary Festival and co-host of the award-winning podcast Mixed Chicks Chat, both of which were created to highlight and share stories of the mixed experience, including those of trans-racial/cultural adoptees and their families, those in interracial/cultural relationships and any person who identifies with having mixed heritage.

**Move the Crowd: Hip Hop and the Reshaping of Power**

Melina Abdullah

Hip hop was born the child of racially and economically oppressed communities. In its early form, rap music served as a voice of protest and a form of resistance. This session, led by Melina Abdullah, offered an overview of hip hop’s political history, examined the ways in which corporate interests have appropriated hip hop, and engaged in a collective exploration of the enduring potential for hip hop as a revolutionary force. Abdullah is Acting Chair and Associate Professor of Pan-African Studies at California State University, Los Angeles. Her research focuses on power allocation and societal transformation. She is currently working on a book entitled *Move the Crowd: Hip Hop and Political Mobilization.*
Faculty Feature

Professor Shuji Nakamura

The National Academy of Television Arts & Sciences (NATAS) has named Shuji Nakamura, professor of materials and of electrical and computer engineering at UC Santa Barbara, among the winners of the 63rd Annual Technology & Engineering Emmy Awards. The award will be presented during the International Consumer Electronics Show in Las Vegas in January.

The awards honor outstanding achievement in technical or engineering development, and recognize individuals, companies, and scientific or technical organizations for developments in engineering technology that have significantly impacted broadcast television. Nakamura is being recognized for his pioneering development of large-venue, large-screen direct view color displays.

Nakamura, who is also co-director of the campus’s Solid State Lighting and Energy Center, is the first UCSB faculty member to receive an Emmy Award, and one of only a small number of academics to be so honored since the Technology & Engineering awards were established in 1948.

Nakamura joined the UCSB faculty in 2000 and was appointed to the Cree Chair in the Solid State Lighting and Display Center in 2001. Known for his technological achievements with semiconducting gallium nitrides, he is widely recognized as the world pioneer in light emitters based on the wide-bandgap semiconductor gallium nitride (GaN) and its alloys with aluminum and indium.

In 2007, a team of UCSB researchers led by Nakamura reported a major breakthrough in laser diode development. The researchers from the Solid State Lighting and Energy Center achieved lasing operation in nonpolar GaN semiconductors, and demonstrated the world’s first nonpolar blue-violet laser diodes.

Nakamura earned his undergraduate, master’s, and doctoral degrees at Japan’s University of Tokushima. He is the recipient of numerous prestigious awards including the Millennium Technology Prize, two Japan Society of Applied Physics awards, Nikkei Best Products and Excellent Products awards, a Society of Information Display Special Recognition Award, the IEEE Laser and Electro-Optics Society Engineering Achievement Award, the Materials Research Society Medal, the IEEE Jack A. Morton Award, and the Benjamin Franklin Medal in Engineering. He also has been elected to membership in the National Academy of Engineering.