



DIVERSITY FORUM

University of California, Santa Barbara

Denise Stephens Appointed New University Librarian



Denise Stephens.

Denise Stephens, currently the Strategic and Organizational Research Librarian at the University of Kansas, has been appointed University Librarian at UCSB, effective July 1, 2011.

Stephens, who holds a master's degree in library science from the University of Oklahoma and is an alumna of the Association of Research Libraries Leadership and Career Development Program, said, "I enthusiastically look forward to joining the UCSB community. The privilege of working with dedicated information professionals and scholars at one of the country's finest research universities is a rare gift."

Stephens' research interests include organizational and change leadership, an area in which she has produced several publications and presentations. She has served on numerous library and information technology advisory committees and boards of directors, including the Depository Library Council of the U.S. Public Printer, BioOne, the Simmons College Ph.D. program in Managerial Leadership, the Great Plains Network, Educause, and the Kansas Research and Education Network.

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Dr. Sue Rankin Visits UCSB to Discuss LGBTQ Issues

The Resource Center for Sexual & Gender Diversity and Eucalyptus recently hosted Dr. Sue Rankin, who visited UCSB to speak about campus climate and LGBTQ students. Her talk took place March 8, 2011, in the Student Resource Building Multipurpose Room.

Dr. Rankin is the national leader in conducting campus climate assessments for LGBTQ college students. She published a landmark study in 2005, which guides services for LGBT students at institutions around the United States. She has presented and published widely on the impact of sexism, racism, and heterosexism in the academy and in intercollegiate athletics.

Dr. Rankin's current research focuses on the assessment of institutional climate, and she provides program planners and policy makers with recommended strategies to improve the campus climate for under-served communities.

Dr. Rankin has collaborated with over 70 institutions/organizations in implementing assessments and developing strategic plans regarding social justice issues.



Dr. Sue Rankin.

In her advocacy work, Dr. Rankin is a founding member of the Consortium of Higher Education LGBT Resource Professionals, a network of professionals doing advocacy work for LGBT people on college campuses, and the Statewide Pennsylvania Rights Coalition, a network of individuals and organizations across the Commonwealth committed to securing and defending full civil rights for LGBT individuals.

María Herrera-Sobek

Associate Vice Chancellor for Diversity, Equity, and Academic Policy



María Herrera-Sobek

Given the continued state of California's budget crisis and its impact on our own UCSB budget, this year's academic year 2010-2011 has been a difficult one for all of us: faculty, staff, students and administrators. Nevertheless, in spite of all the belt-tightening measures taken during the year, I find a continuing cooperative, community spirit throughout our beautiful campus.

My office was busy this year with many initiatives and grant-writing proposals directed at diversity issues, many of which have been submitted in cooperation with other units, as co-principal investigator, or supporting a proposal. For example, this past fall quarter our campus joined the other nine UC campuses in applying for an NSF grant to be used for diversity-oriented activities.

I am pleased to announce that Chancellor Henry T. Yang and Executive Vice Chancellor Gene Lucas have

extended the Back-Up Care Advantage Program for one more year. This program makes available at a very reasonable cost back-up child care and elder care for assistant and associate professors. I greatly encourage you to use this family-friendly program. For details and website registration, please see page 14 in this issue.

Some of the national organizations with which the Office of the Associate Vice Chancellor for Diversity, Equity and Academic Policy is involved include:

Hispanic Association of Colleges and Universities (HACU)

Established in 1986, HACU represents more than 400 colleges and universities committed to Hispanic higher education success and works closely with Hispanic Serving Institutions (HSI). The federal government's definition of Hispanic

Serving Institutions is determined by the U.S. Department of Education. Being certified as an HSI is a requirement for the application of grants under Title V and Title III, Part A Programs of the Higher Education Act. Basically, to be certified as an HSI institution we need: (1) a full-time equivalent (FTE) enrollment of undergraduate students that is at least 25 percent Hispanic students and/or (2) that 50 percent or more of all students be eligible for need-based Title IV aid. For full details please see their website: <http://www.hacu.net>.

The designation of UCSB as an HSI institution means that our campus will be eligible to apply for major grants in education. These grants will benefit all of our students and not just Hispanic students, since the monies granted will be for improving resources on campus available to all.

At present UCSB has 23% undergraduate enrollment of Hispanic students.

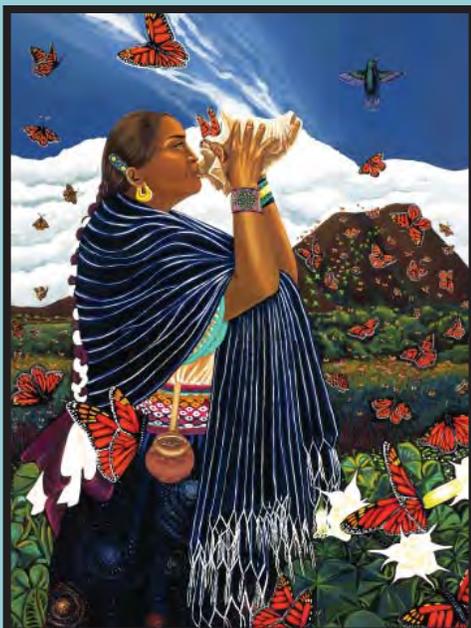
Commission on Access, Diversity and Excellence (CADE)

The Commission on Access, Diversity, and Excellence (CADE) is made up of individuals representing a cross-section of the Association of Public and Land-Grant Universities (APLU) member institutions, including presidents and chancellors, vice presidents, deans, and other campus constituents. According to CADE's website, the Commission's primary focus is "to develop a comprehensive agenda regarding the relationships between public higher education and the issues of human resources and social change. The Commission focuses on such major issues as the broadening of access and opportunity; utilizing the diversity of the undergraduate experience to prepare graduates for the 21st century; enhancing diversity within student and faculty populations; and creating partnerships between universities and local and world communities to bring about beneficial social change. The Commission on Access, Diversity and Excellence works closely with the Office for Access and the Advancement of Public Black Universities."

At the campus level, my office is also working closely with the Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion. Please see the Chancellor's message for more details.

Once again, I thank our faculty, staff, administrators and students for making our UCSB campus a nationally recognized university for its commitment to diversity.

Selected Works From *Bridging Through the Arts: Transracial Community Building* On Display Now at the UCSB MultiCultural Center (Through June 10, 2011)



Nayeli Guzmán
Guare Purépecha
Oil on canvas
2008



Gabriel Navar
youtube.com/revealed
Acrylics, pencils & oil on paper
2010

A Message from the Chancellor



Henry T. Yang
Chancellor

In the last issue of *Diversity Forum*, I spoke about the formation of our Advisory Council on Campus Climate, Culture, and Inclusion. I am chairing this Council, 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. We are working in coordination with the systemwide Advisory Council on Campus Climate, Culture, and Inclusion, created and led by President Yudof.

At our last meeting, we affirmed the following “Principles of Community,” which I am pleased to share with you here. These can also be found on our campus’s Diversity website, at <http://diversity.evc.ucsb.edu>.

I would like to thank our faculty, student, and staff representatives who serve on our Advisory Council, along with all the members of our campus community who have contributed to this important effort. We invite your participation and feedback as we continue to work together to incorporate these principles into the daily life of our campus.

Principles of Community **University of California, Santa Barbara**

The University of California, Santa Barbara is a leading research institution that also provides a comprehensive liberal arts learning experience. Because teaching and research go hand in hand at UC Santa Barbara, our students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. Our community of faculty, students, and staff are involved in a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global

society. Through the creation and distribution of knowledge that advances the well-being of our state, nation, and world, we demonstrate our commitment to public service.

To fulfill our mission, faculty, staff, and students are engaged in a process that begins with cultivating a sense of mutual respect and understanding amongst our community’s diverse components. Towards this end, we acknowledge that the success of this University depends on each student, staff, and faculty member’s thoughtful adherence to the following principles of community:

- We affirm the intrinsic dignity in each of us.
- We seek to cultivate understanding among the diverse parts of our whole.
- We believe in every individual’s right to freedom of expression, including the ability to disagree with and/or counter another’s point of view, limited only by University regulations governing time, place, and manner.
- We hold one another accountable to the highest standards of civility, respect, and decency in all of our interactions.
- We do not tolerate acts of bigotry, harassment, or other harm to individuals by anyone in our community on the basis of race, color, ethnicity, sexual orientation, sex, gender, age, physical or mental ability, size, language, religious beliefs, political affiliation, gender identity, service in the uniformed services, citizenship, pregnancy, medical condition, genetic information, ancestry, marital status, or national origin among other personal characteristics. We affirm that the responsibility for opposing such behavior lies with all members of the community whenever they encounter such behavior.
- We celebrate our differences and recognize and honor diversity as vital to the excellence of our University.
- We strive individually and collectively to make UC Santa Barbara an inclusive environment in which to live, work and learn.
- We affirm that UC Santa Barbara, as a public institution, extends these Principles of Community through public service work.
- We affirm our individual and collective responsibility to uphold in words and actions the highest values of Scholarship, Leadership and Citizenship.

The UC Santa Barbara “Principles of Community” was developed in collaboration with faculty, staff, and students serving on the Advisory Council on Campus Climate, Culture, and Inclusion and issued by the Chancellor in February 2011.

A Message from the Executive Vice Chancellor



Gene Lucas
Executive Vice Chancellor

Salary equity is a critically important part of a climate that fosters diversity, and I have issued a salary equity report to the campus for the past seven years. These reports are currently available on my web site (<http://evc.ucsb.edu/salary.equity.reports/>).

These studies were initiated in response to several previous studies on salary equity (i.e., a 1998 Gender Equity Advisory Group report and a 2002 Salary Equity Advisory Group recommendation). The pay equity study employed applies the methodology recommended by the American Association of University Professors (see, for instance, <http://www.aaup.org>). A similar methodology has been followed by the University of California Irvine (see, for instance, <http://www.ap.uci.edu/Equity/studies/index.html>). This methodology, set up to test whether women and minority faculty members are paid differently than their white male counterparts, serves as a tool for identifying broad trends, not as a means of assessing individual situations.

Reports to date indicate that the main differences in salary are related to discipline (education, humanities and fine arts, social sciences, sciences and engineering), but that within a discipline there are no statistically significant differences in the salaries of white males, women and male minorities at UC Santa Barbara.

I recently met with the Academic Senate Committee on Diversity and Equity to discuss ways of improving the salary equity analysis and report. I greatly appreciated the conversation and suggested improvements and plan to incorporate these in the next round.

UCSB Scholar Publishes Book About Racism in “Race-Neutral” Urban Sites

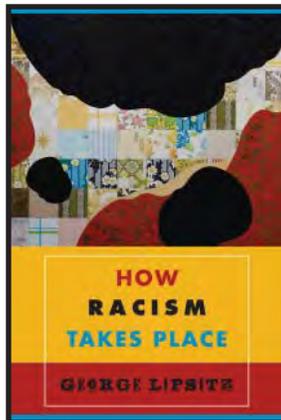
White and non-white identities are place-bound, asserts George Lipsitz, professor of Black Studies at UC Santa Barbara. But for people of color, those places are often considered undesirable, and the opportunities they present tend to be much more limited.

In his new book, *How Racism Takes Place* (Temple University Press, 2011), Lipsitz, who is also a professor of sociology, reveals how seemingly race-neutral urban sites contain hidden racial assumptions and imperatives. He argues that racism persists because a network of practices skews opportunities along racial lines. These practices assign people of different races to different spaces, and therefore allow grossly unequal access to education, employment, transportation, and shelter.

In his book, Lipsitz examines how urban space and social experience are racialized. He emphasizes that aggrieved communities do not passively acquiesce to racism, and recognizes the people and communities that have reimagined segregated spaces in expressive culture as places for congregation.

“Racialized space gives whites privileged access to opportunities for social inclusion and upward mobility,” Lipsitz

writes. “Racialized space shapes nearly every aspect of urban life. The racial imagination ... exposes communities of color disproportionately to environmental hazards and social nuisances while offering whites privileged access to economic opportunities, social amenities, and valuable personal networks.”



As examples of skewed practices and opportunities, he cites the construction of “race-neutral” football and baseball stadiums in inner-city areas, and the discrepancy in life expectancy between people living in downtown Washington, D.C., and those in adjacent — and mostly white — urban areas. Sports arenas, he notes, are heavily subsidized by city, state, and federal governments, and the tax incentives that support the construction of these inner-city sports arenas often come at the expense of funding for neighborhood schools.

Cumulative vulnerabilities come from racial segregation, Lipsitz argues, saying, “Historic patterns of segregation — many of which are now illegal have created patterns of contemporary racism and demographic distribution of opportunities that perpetuate themselves.”

(Information and photo courtesy of the Office of Public Affairs.)

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

In this issue, I highlight some of the efforts and activities I have undertaken over this academic year to ensure our campus continues to achieve equal opportunity and diversity.

In addition to helping reduce our campus liability with regard to equal opportunity, affirmative action, and non-discrimination, our office also endeavors to foster diversity and inclusiveness on our campus via program development, support, and education.

Over the past year, the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance has been able to provide some limited funding to activities on campus. We have helped fund the following events and programs: the Department of Chicana and Chicano Studies 8th Annual Luis Leal Award for Distinction in Chicano/Latino Literature; the Center for Black Studies Research Ninth Annual Shirley Kennedy Memorial Lecture; the Multicultural Center's Diversity Lecture Series; the Chancellor's Staff Advisory Council Staff Appreciation Week; the Graduate Division's Student of Color Luncheon (part of Graduate Student Appreciation Week); the Southern California Management Skills Assessment Program (MSAP); the Women's Center 2011 National Girls and Women in Sports Day Lecture; the UCSB Professional Women's Association Annual Conference; and the Police Department's student-requested Diversity Training for its officers.

Additionally, we provided some funding to assist the Department of Linguistics in hiring a faculty member from an underrepresented group, thereby helping us secure an exceptional scholar and taking a small step in achieving some of our goals outlined in the University's Affirmative Action Plan. We also provided some

limited funding to an underrepresented faculty member in the Department of Spanish and Portuguese to help finalize a book project, which will help the faculty member's case for tenure. Finally, our office provided a small amount of funding assistance to the Department of Asian American Studies, the Department of Black Studies, the Department of Chicana and Chicano Studies, and the Department of Feminist Studies to help their faculty continue to excel despite the non-traditional, challenging paths they have taken toward their tenure and scholarship.

As our funding is limited, I do not look to funding assistance alone to help our campus with diversity. Over this past year, I have also accepted and taken on the role of Chair for the UC Systemwide Affirmative Action/Equal Opportunity & Diversity Director's Group, which consists of Directors and Assistant Vice Chancellors in the system working on equal opportunity and affirmative action issues on their respective campus, or at the Office of the President. This has enabled me to promote our agenda beyond our campus and into the President's Office. So far this year we have addressed issues such as the Campus Climate data collection and achieving uniformity in the system for Affirmative Action compliance practices across campuses. The issue of biggest concern has been the audits of three campuses by the Office of Federal Contract Compliance Programs (OFCCP). This agency ensures our campuses are eligible to receive federal funding in the form of assistance or research grants. I have taken an active role to ensure the Office of the President helps the campuses collaborate on some regulatory interpretations, so that we can all learn from every audit and avoid making the same mistakes, and so that we can prevail in those areas of disagreement with the regulations and federal law.

I have taken a similarly active approach with the Systemwide Title IX Officer's group, both by seeking standard and best practices amongst the campuses and by making use of our great wealth of institutional knowledge. I have also helped to influence harassment and discrimination policy in the system that will streamline our procedures and better define roles on each campus.

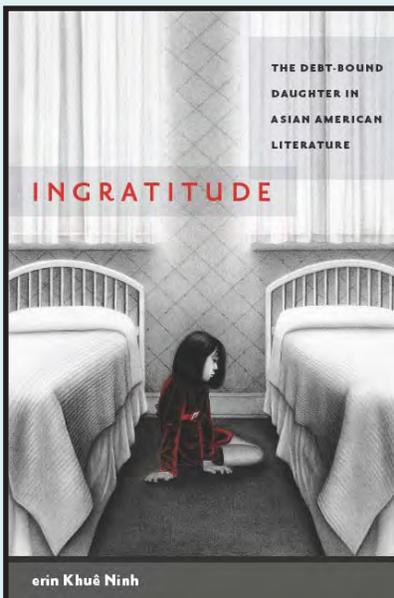
Finally, I was able to secure funding from the Office of the President through the Be Smart About Safety program so that we can afford to bring back the Life Theatre Services group to provide an alternative choice for the AB 1825 Sexual Harassment Awareness training. This will be the Life Theatre Services group's third visit to our campus. Through this training medium, we have been able to train over 350 supervisors, which has helped immensely to bring us into compliance with the state-mandated requirement. As this program has demonstrated success and popularity, we have already applied for additional funding for next year to ensure that we may continue to offer this training option for our supervisors. If you have any questions about this training or wish to attend future training presentations as they become available, please contact Carol Saucedo at x3442 or at carol.saucedo@oeosh.ucsb.edu.

In closing, I commit to you that I will continue to press for our campus's interests with my colleagues in the UC system, at the Office of the President, and with state and federal agencies as appropriate.

New Book Examines the Making—and Unraveling—of the Asian American Daughter

The Department of Asian American Studies is pleased to announce that Professor erin Khuê Ninh has published her first book. In *Ingratitude: The Debt-Bound Daughter in Asian American Literature* (New York University Press), literary criticism crosses over into something of a collective memoir of Asian immigrants' daughters.

Through readings of Jade Snow Wong's *Fifth Chinese Daughter*, Maxine Hong Kingston's *The Woman Warrior*, Evelyn Lau's *Runaway: Diary of a Street Kid*, Catherine Liu's *Oriental Girls Desire Romance*, and other texts, Ninh offers new insights into the anger and bitterness that pervade narratives written by second-generation Asian American daughters,



despite their largely unremarkable up-bringsings.

In *Ingratitude*, Ninh explores this apparent paradox, locating in the origins of these women's maddeningly immaterial suffering not only racial hegemonies but also the structure of the immigrant family itself. She argues that the filial debt of these women both demands and defies repayment—all the better to produce the docile subjects of a model minority.

More than a study of intergenerational conflict, the book offers a mapping of the mechanisms of familial power and subject formation that produce model daughters/model minorities—and sometimes destroy them.

New Community Studies and Social Justice Program Planned

The Department of Asian American Studies is developing a Community Studies and Social Justice Program through Professors Diane Fujino, Ambi Harsha, and Julie Cho. The program is designed to connect students to issues affecting the local Santa Barbara and wider Asian American communities and to develop models for effecting social change.

Through the As Am 163 course, offered every Fall or Winter, students engage in a mini-internship at one of the local Community Partnership sites, as they learn about models of community organizing, leadership development, and the history of activist struggles. Students may also participate in a more intensive internship at Community Partnership sites in Santa Barbara, Los Angeles, or the Bay Area or develop their own social justice/service-learning projects.

In Winter 2011, students in Professor Fujino's course developed a housing rights training program while interning at PUEBLO; tutored students in La Casa de la Raza's after-school program; and learned about progressive education models at Open Alternative School. Students continue this quarter to intern at OAS and La Casa. The Department of Asian American Studies offers opportunities for students to engage in community studies as well as original research, creative writing, video making, and performance, in conjunction with academic learning.



(Left to Right) Belén Seara, Executive Director of PUEBLO; Raquel López, Executive Director of La Casa de la Raza; and Alex Tashma, head teacher at Open Alternative School all spoke in Professor Diane Fujino's Community Studies course, January 2011.

(Asian American Studies news and photos courtesy of Diane Fujino and erin Ninh)

American Indian Scholars Program at UCSB Helps Students and Families Prepare for College

The American Indian Scholars Program (AISP) is a K-12 academic preparation program that supports increased college-going among local American Indian students who will be the first in their families to attend college. Nationally, American Indian students represent less than 1% of students enrolled in higher education, and unfortunately, high school drop-out rates and low graduation rates continue to challenge many American Indian students in the local region. Launched in 2006 as a collaborative effort of UCSB's Office of Academic Preparation and the Santa Ynez Band of Chumash Indians, AISP was established to increase access to educational and cultural opportunities for local American Indian students, and to address these alarming educational statistics.



AISP students from Santa Ynez Elementary School work hard to build their own solar-powered car at MESA Day 2011, held on the UCSB campus.

Now completing its fourth year, AISP promotes academic achievement and college aspirations primarily for students enrolled in Santa Ynez Elementary and Santa Ynez Valley Union High schools. Since 2006, a total of 235 students in Santa Ynez Valley have benefited from mentorship, tutoring, and college-going services such as field trips to colleges and universities, financial aid and college admissions workshops for students and families, and exposure to enrichment activities that promote American Indian culture and history. Although a relatively new program, 89% of all AISP high school graduates have gone on to community college or a four-year university.

AISP is open to students starting in elementary school and works to instill a positive attitude towards learning and academic success. Claudia Martínez, Director of the Office of Academic Preparation says, "Working with partners to create a college-going culture in the schools and communities we serve is one of our top priorities. Through AISP, students and families both are introduced to the educational system early on and are provided with tools and services that equip them to successfully navigate their paths to higher education and explore future careers."

In 2010, Luther Richmond, a UCSB alumnus, was hired as the AISP Program Coordinator and brings significant experience serving Native populations. As an undergraduate, he served as both a student mentor and mentor coordinator for AISP (2006-2008), before leaving to pursue his master's degree in counseling at San Jose State University. In addition to professional staff, AISP students benefit from mentorship, guidance, and examples of true scholarship provided by highly talented undergraduate students and UCSB faculty. Mathematics professor Dr. Ken Millet has served as the program's Principal Investigator since its inception. Dr. Millet believes the strength of the AISP program lies in the mentoring relationship that "brings together outstanding UCSB students with our participants, creating a context in which they can work on academic skills, develop their interests and talents, explore new possibilities and ways to make achievement a real possibility for each of them."

Made up of two components, AISP tailors programs to the educational and social needs of its participants. Program activities for K-8 students spark interest in a variety of fields through hands-on group activities and workshops in an afterschool setting. High school programming focuses on topics such as college applications, financial aid and scholarships, A-G course completion, UC summer program recruitment and individual and group-based mentorship. This year, as a result of feedback and interest from school leadership, K-8 activities have centered on topics and activities in the STEM (science, technology, engineering, and math) fields.

Mentorship is a unique and important component of the AISP program as mentors serve as role models for participants, and a source of support and guidance around academic planning. Currently, AISP has a strong and diverse team of seven undergraduate student mentors who meet with students 1-2 times per week in the Santa Ynez Elementary School and Santa Ynez High School. This mentorship delivers a valuable resource to participants, while providing our UCSB undergraduate students with excellent career experience and professional development.

AISP provides programming in collaboration with schools and community partners as well as through generous financial support from the Santa Ynez Band of Chumash Indians, the Santa Barbara Foundation, the UCSB Office of the Chancellor and Office of the Executive Vice Chancellor, and the UC Office of the President, all of whom share our vision of increasing college-going among American Indian youth. In the coming months, the AISP team will be developing new partnerships with additional schools in the Santa Barbara region.

UCSB students, faculty and staff are invited to participate in all upcoming AISP events.

GET INVOLVED WITH AISP:

If you would like to learn more about AISP, or are a UCSB undergraduate student interested in becoming a paid AISP mentor for the 2011-12 academic year, please contact:

Luther Richmond
 AISP Program Coordinator
 Office of Academic Preparation
 (805)-893-5305
luther.richmond@apo.ucsb.edu

UCSB Celebrates Black History With Variety of Programs

Professor Herman Gray Featured Speaker for Diversity Lecture Series

On February 24, 2011, Herman Gray, professor of sociology at University of California, Santa Cruz, visited UCSB to give a talk titled “You Better Recognize: Visibility, Recognition, and Regulation.” Gray discussed the continuing desire and push for greater media visibility and recognition of diverse groups, cultures, and histories against the backdrop of the changing conditions and means of representations made possible by digital technologies, neoliberalism, and discourse of diversity and post-racial cultural studies.

In addition to his teaching career, Herman Gray has written widely about cultural politics and jazz. His most recent book, co-edited with Macarena Gómez Barris, is entitled *Toward a Sociology of the Trace* and deals with memory, trauma and identity.

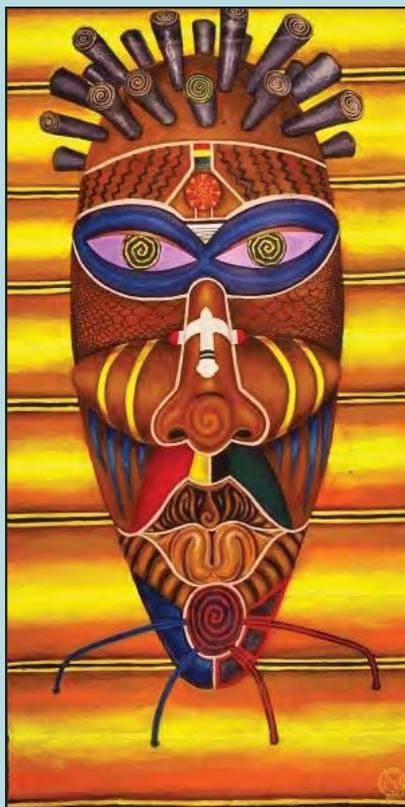
This event was co-sponsored by the Office of the Associate Vice Chancellor for Diversity, Equity and Academic Policy; the Office of the Executive Vice Chancellor; the Office of Equal Opportunity & Sexual Harrassment/Title IX Compliance; and the MultiCultural Center.



Author and professor Herman Gray.

EXHIBITION: MALIK SENEFERU

"Malik Seneferu" featured work by the self-taught painter and muralist whose compositions seek to elevate the social, political, environmental, and spiritual issues of people deeply challenged by oppression, and to capture the Black experience in America. His work has been shown in South Africa, Kenya, Haiti, and Italy. Seneferu's work was exhibited in the Multicultural Center lounge.



One of Malik Seneferu's colorful works.

EXHIBITION: ROOTS OF COMMUNITY: AFRICAN AMERICAN ACTIVISM IN SANTA BARBARA

"Roots of Community: African American Activism in Santa Barbara" focused on the African American leaders of Santa Barbara and their legacy of activism for civic improvement, equity, and social justice. Works were featured at the Karpel's Manuscript Library Museum in downtown Santa Barbara. The exhibition was organized by the California Ethnic Multicultural Archives in the UCSB Library.

Two Nominees from UC Santa Barbara Are Winners of Prestigious Woodrow Wilson Fellowships

By George Yatchisin

Kareen Misha U. Chua and Abrham Alem, two nominees from the Teacher Education Program at UC Santa Barbara's Gevirtz Graduate School of Education, have been chosen as winners of the Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color (WW-RBF). Chua is a Linguistics major and Education minor, and aspires to be an English teacher. Alem is a Black Studies major with minors in Education and Global Peace & Security, and aspires to be a History/Social Science or Math teacher. UCSB's Gevirtz School was one of only six education programs in the country to have both of their nominees receive the fellowships.



Abrham Alem and Kareen Misha U. Chua, new WW-RBF fellows.

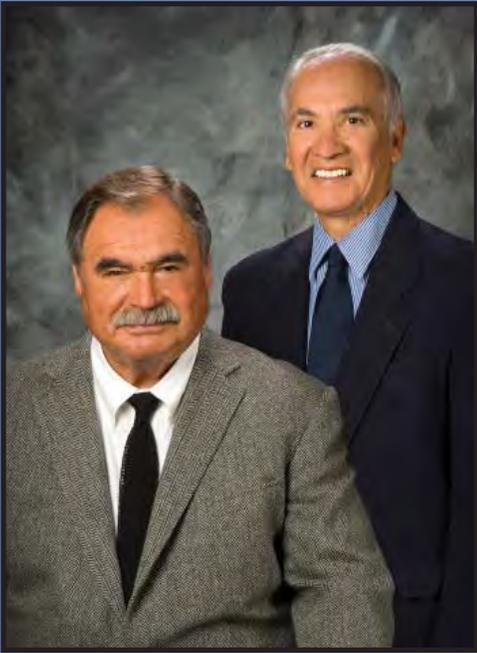
The 25 WW-RBF Fellows were chosen through a competitive selection process and will receive a \$30,000 stipend to complete a master's degree in education, assistance in preparing to teach in a high-need public school, support throughout a three-year teaching commitment, and guidance toward teaching certification. Each Fellow was nominated by one of the program's 25 university partners.

Established in 1992 by the Rockefeller Brothers Fund, the Fellowships for Aspiring Teachers of Color were created to help recruit, support, and retain individuals of color as public education teachers and administrators. Since the program's inception, it has awarded nearly \$8 million in grants and financial assistance to 375 Fellows. In January 2009, RBF transferred the program to the Woodrow Wilson Foundation following a national review of potential host organizations.

"The Foundation is pleased to add this impressive group of young and promising teachers to its national network of outstanding teachers and scholars," said Bill Dandridge, program officer and director of the WW-RBF Fellowships for Aspiring Teachers of Color. "Their desire to serve children in the nation's most challenging schools and communities is an important reason to be hopeful about the future of our public schools."

"UCSB's Gevirtz School was one of only six education programs in the country to have both of their nominees receive the fellowships."

UCSB Professor Mario García Examines Historic Walkouts in New Book



*Professor Mario García (right)
with Sal Castro.*

In March 1968, thousands of Chicano students walked out of their East Los Angeles high schools to protest decades of inferior or discriminatory education in their so-called "Mexican Schools." During these historic walkouts — or "blowouts," as they were known — the students were led by Sal Castro, a Mexican American teacher who encouraged them to make their grievances public after school administrators and school board members failed to listen to them.

"Blowout! Sal Castro and the Chicano Struggle for Educational Justice" (The University of North Carolina Press, 2011), a new book by Mario T. García, professor of Chicana and Chicano Studies and History at UC Santa Barbara, tells the story of the walkouts, which effectively shut down all East Los Angeles high schools for the better part of a week. He also tells of the man who inspired the students to resolve their issues through a nonviolent demonstration.

"I have no doubt that the walkouts wouldn't have happened without Sal Castro," García said. "He inspired the students. When they saw that their teacher was willing to put his career on the line, that gave them a lot of courage."

As a faculty member first at Belmont High School and then at Lincoln High School, Castro became aware of the high dropout rates among Chicano and Latino students, as well as a lack of sensitivity on the part of top administrators to the students' language and cultural backgrounds. He also saw their low reading scores, and a tracking system that directed them toward vocational jobs rather than higher education.

"He began to realize that only a dramatic action was going to shake up the school system," García noted. "Even before 1968, some of the students at Lincoln

had approached the school board and district administration about some of the problems, but no one would listen. That thoroughly convinced Sal that dramatic action was necessary."

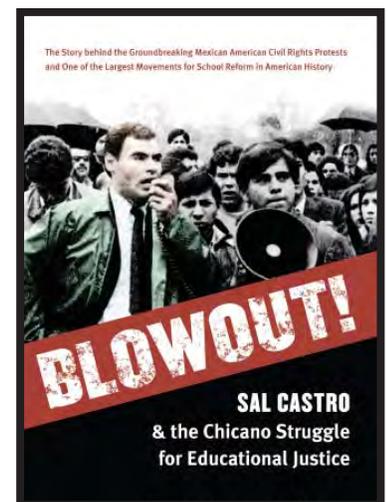
Castro brought together current and former Lincoln High School students, as well as UCLA and Cal State Los Angeles students, who were products of the East Los Angeles schools. "He wanted them to act as leaders who would help organize the kids," García said. In reality, he added, Castro believed that just the threat of a massive walkout would induce the school board and administration to pay attention to the students' grievances. "His sense was that they might be able to use this as a bluff," García continued.

However, during the first week of March, a group of students at Wilson High School walked out in protest of the principal's cancellation of a school play. That led to a spontaneous walkout by several hundred students, which forced Castro to have the other East Los Angeles schools follow suit. In all, as many as 20,000 students participated — including those from other areas of Los Angeles who took part in the action as a show of solidarity — and the schools were brought to a standstill.

"The sheer number was something the school board and administrators couldn't ignore, and they were forced to meet with the students," said García. "The L.A. school system was shaken to its roots, and this is the action Sal is best known for."

Castro did pay a price for his involvement in the civil action. In May 1968, he and 12 others were arrested by Los Angeles police and indicted on a felony charge of conspiracy to foment a walkout of the schools. After two years of legal wrangling, the indictments were overturned, but Castro's teaching career had been seriously impacted. He was barred from teaching at Lincoln High School, until pressure from the community forced the school board to reinstate him; and, even then, he was transferred from one school to another, finally landing back at Belmont, where he remained until his retirement in 2000.

"Sal's story is a history of a dedicated and committed teacher," said García. "Through the walkouts, the students — and the entire Chicano community — learned that they could bring about change. They could force the power structure to respond to the needs of their community."



Inspirations: Honoring the Achievements of UCSB Women



Honorees gather at the front of the room after they are introduced.

On January 24, 2011, The UCSB Women's Center honored newly tenured women, new female faculty and administrators, and new female postdoctoral scholars, celebrating their achievements with ceremony held in the Student Resource Building.

Chancellor Henry Yang and Executive Vice Chancellor Gene Lucas made remarks at the ceremony, praising the accomplishments of the honorees and welcoming them to the UCSB community. Acting Director of the Women's Center, Kim Equinoa Parent and Women's Center Graduate Intern Adrianna Santos then introduced each of the honorees by name and department, highlighting career accomplishments and areas of research.

Hsiu-Zu Ho, professor of Education and chair of the Chancellor's Committee on the Status of Women (CACSW), celebrated the increasingly multidisciplinary nature of the cutting-edge research conducted by our new faculty women and recognized practices of UCSB that support women on campus. Ho also noted that although women now earn 50 percent of the Ph.D.s granted to US citizens, at UC and across the nation they represent less than 30 percent of all tenure-track faculty. Ho discussed the need for family-friendly policies and institutional cultural change.

At the close of the celebration, all of the honorees gathered together for a group photo. This event was co-sponsored by the Office of the Chancellor and the Office of the Executive Vice Chancellor.

HONOREES

- Virginia Anders**, Director of Sponsored Projects, Office of Research
- Ania Bleszynski Jayich**, Assistant Professor, Physics
- Alison Brysk**, Mellichamp Professor, Global and International Studies
- María Isabel Bueno Cachadina**, Lecturer SOE, Mathematics
- Gwen D'Arcangelis**, Postdoctoral Scholar, Center For Environmental Implications of Nanotechnology and Feminist Studies
- Aida Hurtado**, Professor and Chair, Chicana/o Studies
- Susannah M. Porter**, Associate Professor, Earth Science
- Christina Tague**, Assistant Professor, Bren School of Environmental Science and Management
- Natasha Vermaak**, Postdoctoral Scholar, Materials
- Tresa M. Pollock**, Professor, Materials



Chancellor Henry Yang addresses guests and honorees.



Guests mingle and enjoy refreshments before the ceremony begins.



Kim Equinoa Parent (right) and Adrianna Santos welcome guests.

Diversity Lecture: Kevin Nadal Tackles the Impact of Microaggressions on the LGBT Community



Kevin Nadal.

On April 28, 2011, Kevin Nadal delivered a lecture in the MultiCultural Center Theater titled “‘That’s So Gay’: The Impact of Microaggressions, Bullying, and Heterosexism on LGBT Communities.” Nadal discussed sexual orientation and transgender microaggressions, which are brief and commonplace daily verbal, behavioral, and environmental indignities (whether intentional or unintentional) that communicate hostile, derogatory, or negative heterosexist and transphobic slights and insults toward lesbian, gay, bisexual, and transgender individuals.

People of color, women, and people with disabilities may face additional types of microaggressions because of the intersec-

tions of their identities based on race, gender, and sexual orientation. This interactive lecture encouraged individuals to reflect on their personal experiences with microaggressions while providing recommendations for preventing them on individual, institutional, and societal levels.

Kevin Leo Yabut Nadal is a professor, psychologist, performer, activist, and author who received his doctorate in counseling psychology from Columbia University. As an assistant professor of psychology and mental health counseling at John Jay College of Criminal Justice, City University of New York, he has published several works focusing on Filipino American, ethnic minority, and LGBTQ issues in the fields of psychology and education.

This event was co-sponsored by 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 MultiCultural Center.

Professor Cristina Venegas Wins Book Award

Digital Dilemmas: The State, the Individual and Digital Media in Cuba (Rutgers 2010), written by Cristina Venegas, associate professor in Film and Media Studies, was named one of the top academic titles of 2010 by Choice Magazine of the American Library Association.

The book intervenes in the contentious debate in Cuba over Internet use and digital media, which primarily focuses on three issues: maximizing the potential for economic and cultural development, establishing stronger ties to the outside world, and changing the hierarchy of control. A growing number of users decry censorship and insist on personal freedom in accessing the Web, while the centrally managed system benefits the government in circumventing U.S. sanctions against the country and in controlling what limited capacity exists.

Digital Dilemmas views Cuba from the demise of the Soviet Union to the present, to assess how conflicts over media access play out in their both liberating and repressive potential. Drawing on extensive scholarship and interviews, Cristina Venegas questions myths of how Internet use necessarily fosters global democracy and analyzes the impact of new technologies on the country’s governance and culture. Her discussion includes how digital media technology has affected artistic practice, the production of film, digital art, and networks of diasporic communities in the context of broader media history. The book is a model for understanding the geopolitical location of power relations in the age of digital information sharing.



Professor Cristina Venegas with her book.

Activist Artists Exhibit Works that Represent Social Change

By Sal Güereña

“COME TOGETHER: Interethnic Collaborations for Equity and Social Change in the 1970s” was the catchy title for a winter exhibition at the College of Creative Studies Gallery and a panel program held at the MultiCultural Center. The exhibition featured selected 1970s vintage posters by San Francisco Bay Area activist artists who represent a spirit of cultural diversity, social equity/social change, and international human rights from various perspectives.

Co-curated by Julianne P. Gavino, Sal Güereña, Callie Bowdish, and Harrison W. Inefuku, the exhibition, which ran from February 7-March 4, 2010, consisted of 29 works of graphic art. These revealed significant interethnic collaborations in which shared interests of African American, Asian American, Chicano/Latino, and Native American communities are united within individual posters. According to Julianne Gavino, “For many artists, musicians, poets, writers, students, organizers, and the concerned general populace, social change was not merely a concept, it was a profound lived reality during the 1970s.”

The posters were selected from major graphic art collections housed in the California Ethnic and Multicultural Archives (CEMA) in the UCSB Library. Asked about the goals of the exhibition, CEMA Director Sal Güereña said, “It was an aim of CEMA to someday help tell the story that was so evident in its collections. This exhibition was part of that visual narrative that talks to us of the synergy involving the networks and the alliances of activist artists who committed themselves to social equity and social change, as well as international human rights. Their goal was to make this world a better place for us all.”

Dr. George Lipsitz of the Black Studies Department moderated a panel discussion with Juan Fuentes and Nancy Hom, two of the participating artists represented in the exhibition. The artists presented their past and current work with communities of color.



Photo by: Callie Bowdish

CEMA Director Sal Güereña and artist Juan Fuentes.

Co-curator Callie Bowdish observed, “These posters reflect the 1970s when the Baby Boomers exploded on the scene in the vibrant San Francisco Bay Area; their fervent social awakening broke down many of the barriers, including race and gender, and that brought people together.” The exhibition and panel program were supported by *ImaginArte: Interpreting and Re-imagining Chican@ Art*, a project of the UCSB Chicano Studies Institute’s Research Working Group on Chicano Visual Arts.

“For many artists, musicians, poets, writers, students, organizers, and the concerned general populace, social change was not merely a concept, it was a profound lived reality during the 1970s.”



Photo by: Callie Bowdish

(Left to Right) Professor George Lipsitz, Nancy Hom and Juan Fuentes.



Photo by: Callie Bowdish

A visitor enjoys a quiet moment in the gallery.

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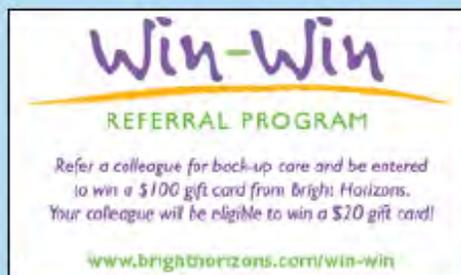
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Systemwide Advisory Committee on the Status of Women

By Hsiu-Zu Ho

Our campus hosted the Systemwide Advisory Committee on the Status of Women (SACSW) meeting on February 25, 2011. In attendance were SACSW representatives from each of our UC campuses including UCOP and the Lawrence Berkeley National Laboratory (LBNL). Our campus representatives were Hsiu-Zu Ho (faculty representative) and Tricia Hiemstra (staff representative).

Chancellor and Dilling Yang welcomed our guests from the sister campuses and a Q & A followed.

One of the items discussed at length during the morning session was the Emergency Back-up Care which has been piloted at two UC campuses—Berkeley and Santa Barbara.

Cindy Doherty, UCSB's Director of Academic Personnel, and Karie Frasch, Director of Faculty Equity and Welfare at

UC Berkeley, reported on the program and its usage on their respective campus.

While the programs were relatively similar in cost and structure, utilization was substantially lower at UCSB than at UCB. The status of LBNL's proposed Back-up Care program was also discussed.

The SACSW will move forward with discussions regarding the establishment of a UC systemwide emergency back-up child/elder care benefit.

The afternoon presentations included one from UCSB professor Patricia Cohen who discussed divergent norm times by sex and by academic division for traversing the associate professor rank. Cohen undertook a campus cohort study in 2009 that showed that humanities faculty (in the "book disciplines") serve as associate professors nearly twice as many years as science faculty, and that humanities women

are overrepresented at that rank compared to humanities men. Cohen's analysis has led to changes in our campus's Red Binder, allowing for more flexibility in the use of the "special step" of Associate IV.

The afternoon session continued with further discussions on family-friendly issues including the standardization and compliance of lactation facilities and programs as well as a systemwide need to review family-friendly policies to ensure that policies and implementation procedures are consistent across all campuses and locations.

Despite the rainy weather, everyone enjoyed the productive discussions in the new facilities at the Gevirtz Graduate School of Education, as well as the fine lunch and special treats provided by our Faculty Club.

UCSB Hosts "Reimagining the Hemispheric South" Conference

By Carl Gutiérrez-Jones

On January 20 and 21, 2011, UC Santa Barbara hosted an international conference entitled "Reimagining the Hemispheric South." Co-organized by the Chicano Studies Institute and the Center for Black Studies Research, the event provided an opportunity for scholars and the interested public to extend contemporary analyses of the global south by exploring the rapid transformation of many relationships, communities, and alliances within the Western hemisphere.

The concept of the hemispheric south foregrounds the manner in which imperial, colonial, and nationalist projects, along with predatory forms of capitalism, have shaped definitions of hemispheric "southernness" in terms of distinct poverty (including constructions of indigeneity and the rural), wealth (including natural resources and beauty), and culture (including ideas of authenticity).

Taken together, the conference presentations demonstrated the powerful ways that the hemispheric south has unfolded as a powerful facet of the social imaginary, a facet of significant material and political consequence. Focusing on relationships and negotiations in the Americas which stretch over many hundreds of years, the presenters also considered the complicated struggles that have ensued in various media as a great array of meanings have been attached to notions of the "southern" in this context. The event was generously supported by the UC Humanities Research Institute, the Chicano Studies Institute, the Center for Black Studies Research, the Department of English, the Humanities and Fine Arts Division, and the Interdisciplinary Humanities Center.



(Left to right) Shirley Lim, Felice Blake, Jayna Brown, Rachel Adams

Nobel Prize Winner Carol Greider Visits UCSB

Nobel Prize-winner Carol Greider, a UC Santa Barbara alumna who solved a fundamental problem in biology that has stimulated the development of new therapeutic strategies for cancer and age-related disease, presented a lecture on Friday, January 21, 2011 in Corwin Pavilion.

The presentation was titled “How Chromosome Ends Affect Cancer and Age-Related Disease.” The event was part of the Frontiers in Cancer Research lecture series that brings prominent scientists to campus to meet with students and faculty members to discuss advances in the treatment and prevention of cancer. It was supported by the Cancer Center of Santa Barbara and the Doreen J. Putrah Cancer Research Foundation in partnership with UCSB.

Greider, a professor of molecular biology and genetics at Johns Hopkins University, shared the 2009 Nobel Prize in Physiology or Medicine with UC Berkeley molecular biologist Elizabeth Blackburn and Harvard geneticist Jack Szostak. They discovered how chromosomes can be copied in a complete way during cell divisions, and how they are protected against degradation. The scientists found the solution in the ends of chromosomes—the telomeres—and in an enzyme that forms them—telomerase. Blackburn and Szostak discovered that a unique DNA sequence in the telomeres protects the chromosomes from degradation. Greider and Blackburn identified telomerase, the enzyme that makes telomere DNA.

If the telomeres are shortened, cells age. Conversely, if telomerase activity is high, telomere length is maintained, and cellular senescence is delayed, which is the case in cancer cells. Greider’s discovery of telomerase has catalyzed an explosion of scientific studies that probe connections between telomerase and telomeres and human cancer and diseases of aging.

Greider earned a bachelor’s degree in biology from UCSB’s College of Creative Studies in 1983, and her Ph.D. in molecular biology at Berkeley. She is director of the Molecular Biology and Genetics Institute for Basic Biomedical Sciences at the Johns Hopkins School of Medicine.



Photo by: Johns Hopkins University

Nobel Prize Winner and UCSB Alumna Carol Greider.

Nobel Prizes and UCSB:

In addition to Alumna Carol Greider, five UCSB faculty members have been awarded Nobel Prizes since 1998.

David J. Gross, 2004 Nobel in Physics

Finn E. Kydland, 2004 Nobel in Economics

Alan J. Heeger, 2000 Nobel in Chemistry

Herbert Kroemer, 2000 Nobel in Physics

Walter Kohn, 1998 Nobel in Chemistry

(Information courtesy of the Office of Public Affairs.)

President's Postdoctoral Fellows Celebrated at Luncheon

Current and former President's Postdoctoral Fellows and Dissertation Year Fellows from UCSB gathered on March 11, 2011 at the Faculty Club to network and celebrate the rich history of the program. After lunch and a welcome from Associate Vice Chancellor for Diversity, Equity and Academic Policy María Herrera-Sobek, Executive Vice Chancellor Gene Lucas spoke about the history of the President's Postdoctoral Fellowships and the university's commitment to supporting the program.

Director of the President's Postdoctoral Fellowship Program Sheila O'Rourke traveled to UCSB from UC Berkeley for the event, and she followed the Executive Vice Chancellor's remarks with her own praise of the program, and specifically of UCSB's embrace of it. She then asked each of the fellows in attendance to stand up, introduce themselves, and describe their diverse fields of study.

Following introductions, Gabriela Soto Laveaga, former President's Postdoctoral Fellow and current director of Latin American and Iberian Studies at UCSB, delivered a captivating keynote address in which she reflected on her own journey to becoming an educator and offered ten key points of advice to the fellows as they advance their teaching careers. Soto Laveaga spoke about the particular challenges of becoming a tenured professor as well as the unique advantages, citing a few of her own personal mentors throughout the years. After she concluded her remarks, a few of the fellows stayed behind to continue the conversation about mentoring and professional development.



Gabriela Soto Laveaga addresses guests and honorees.



Guests at the President's Postdoctoral Fellowship Luncheon.

Center for Black Studies Research Commemorates One-Year Anniversary of Earthquake in Haiti; Prepares for Haiti Flag Week

The Center for Black Studies Research organized a number of events on campus during the winter quarter, including an event commemorating the one-year anniversary of the earthquake in Haiti and a lecture series that explored the work of several UCSB McNair scholars. Attendees of these events included not only students and faculty, but also local community members, as well as scholars from across the nation.

Remembering Haiti: On January 12, the Center hosted an event, “Let’s Not Forget: Haiti, One Year Later,” featuring guest speaker Chuck D, best known as leader and co-founder of the legendary rap group Public Enemy.

The event began with an introduction by Dr. Claudine Michel (Director of the Center) and Dr. Nadège Clitandre (UCOP Fellow and Center Associate). This was followed by a screening of “Stones from Heaven,” a short film by Dr. Paul Lobo Portuges (College of Creative Studies) that examined the widespread devastation that occurred in Haiti after the quake. The film also emphasized a disturbing fact: the Haitian people have yet to receive the majority of the funds pledged by international relief organizations to support disaster relief efforts. As of November 2010, the \$1.5 billion in aid promised by the United States, for example, was still bogged down in Congress awaiting disbursement.

Artist, activist, teacher, and poet Ella Turenne then shared several pieces of poetry on Haiti, to much applause. *Journal of Hai-*



Chuck D (center) being interviewed by local teens.

After an introduction by Dr. Clyde Woods, Acting Director for the Center, Chuck D took the stage. He discussed his involvement with “Kombit pou Haiti,” a benefit album organized in response to the quake. He collaborated with artists to write, record, and master the nine tracks on the album, which is available on iTunes. All proceeds from this project go to support the relief effort in Haiti. Toward the end of his talk, Chuck D was joined by Tomás Carrasco and Jonathan Gómez. Carrasco and Gómez gave a humorous presentation that included impersonations of various public figures, both real and imagined.

Prior to the event, a candlelight vigil was held in Storke Plaza from 4:40 pm to 5:15 pm. Gadise Regassa performed a moving rendition of “Wangalo,” which was then followed by a moment of silence led by Reverend Nicole Janelle. Those present at the vigil were also given the opportunity to share their thoughts and reminisce about their loved ones in Haiti, some of whom were lost during the quake.

Attendees of both the talk and the vigil were asked to sign a poster that featured the words spoken by President Obama to the Haitian people following the earthquake: “You will not be forsaken, you will not be forgotten.”

The event was co-sponsored by Associated Students, Black Quare, and the Department of Black Studies.



Members of the Center For Black Studies Research staff with Chuck D.

tian Studies Managing Editor Chrissy Yost followed with an introduction to the short film, “Poto Mitán: Post Earthquake Update,” which revisited the Haitian women who were the focus of the 2009 documentary, “Poto Mitán: Haitian Women, Pillars of the Global Economy.” Tony Morain, of Direct Relief International, also provided a brief update on the recovery process in Haiti.

McNair Scholar Lecture Series

The center hosted a series of lunchtime lectures in honor of Black History Month. UCSB McNair Scholars Precious Boone, Laila Nur, Channell McLewis, and Alaina Roberts presented on topics ranging from pedagogy to history.

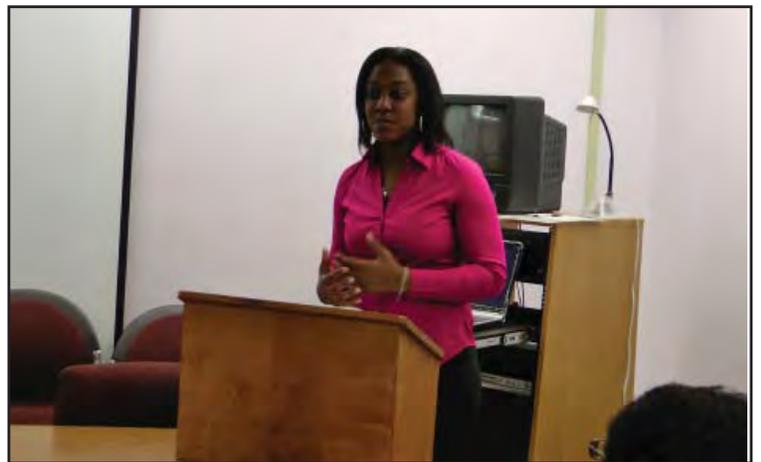
Contact the Center for Black Studies Research for more information about upcoming events and lectures. The center was founded in 1969 and provides a forum for the study of people of African descent. The center conducts research and hosts colloquia, visiting scholars, and conferences to enrich the conversation about racial issues.

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Email: ctr4blst@cbs.ucsb.edu
<http://www.research.ucsb.edu/cbs>



Alaina Roberts



Laila Nur

UPCOMING EVENTS AT THE CENTER

- The annual **Shirley Kennedy Memorial Lecture**, set to take place **May 12th**, will feature CNN Hero of the Year Finalist Susan Burton.
- An ISBER grant has allowed Dr. Woods to launch the first workshop of the **Environmental Justice, Green Economy, and Sustainable Development Curriculum Collaborative** with its partners, the Department of Black Studies and the Bren School of Environmental Science & Management.
- Another grant from the University of California Center for New Racial Studies has enabled Dr. Woods' staff to organize **Black California Dreamin'**, a journal that focuses on the recent crises of this community. A mini-conference of editors and contributors is scheduled for May, while the journal will be launched in November.
- During the months of April and May, the center will also prepare for its annual celebration in honor of **Haiti Flag Week (3rd week of May)**, during which the center will host a series of panel discussions, speakers, performances, and fundraising activities.

Professor Linda Petzold

The faculty of UC Santa Barbara has bestowed its highest honor on Linda Petzold, a professor of mechanical engineering and computer science at UCSB. Petzold, an internationally recognized authority on computational science and engineering, has been named Faculty Research Lecturer for 2011.

Petzold is well-known for her pioneering work on the numerical solution of differential-algebraic equations — differential equations in which solutions must satisfy nonlinear constraints, describing, for example, moving parts with mechanical linkages.

In the past decade, however, she has undertaken a new major research direction: computational systems biology, and has once again established an emerging discipline. She and her group have developed a multiscale computational framework for numerical simulation of chemically reacting systems in which each reaction will be treated at the appropriate scale.

That work has led Petzold to a third important field. She is currently involved in collaborative efforts in systems biology to obtain a better understanding of biochemical processes, including the gene regulatory network underlying circadian rhythms in neurons, post-traumatic stress disorder, coagulopathy, and Type 2 diabetes.

Petzold earned her Ph.D. in computer science with a minor in mathematics at the University of Illinois. Before joining the faculty at UCSB in 1997, she worked at Sandia National Laboratories and at Lawrence Livermore National Laboratory, and was on the faculty at the University of Minnesota. She is the author of approximately 180 journal and conference publications and two highly regarded books. She also has produced two software packages, which are in widespread use in industry and academia.

The recipient of many awards and honors, Petzold was elected to the National Academy of Engineering in 2004. She is also a Fellow of the American Association for the Advancement of Science, the Society for Industrial and Applied Mathematics, and the American Society of Mechanical Engineers.

In addition to her academic achievements, Petzold is active in education and outreach. She directs the campus's Institute for Biotechnologies SABRE summer research internship program for students from Historically Black Colleges and Minority Institutions, and serves on the Chancellor's Outreach Advisory Board. She is a highly visible role model for women students in the scientific community, and is often called upon to speak to groups of women and minority students who may be interested in pursuing careers in engineering or science.



Professor Linda Petzold.

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DIVERSITY FORUM

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