Here Comes The Sun

By Julie Cohen

Thuc-Quyen Nguyen, a professor of chemistry and biochemistry at UC Santa Barbara, has received the Humboldt Research Award from Germany’s Alexander von Humboldt Foundation. The award is presented in recognition of her groundbreaking achievements in science research. Nguyen is internationally known for developing a solution-processable small molecule used in organic solar cells — plasticlike photovoltaics that produce electricity from sunlight.

The Humboldt Research Award is granted to senior scientists whose fundamental discoveries, new theories or insights have had a significant impact on their own discipline and who are expected to continue producing cutting-edge achievements in the future. Each winner receives a stipend of 60,000 Euros (approximately $67,000).

“I am proud to join with our colleagues in congratulating Professor Thuc-Quyen Nguyen on her Humboldt Research Award,” said Chancellor Henry T. Yang. “This prestigious honor recognizes the excellence, impact and promise of her research, including her pioneering work on organic electronic devices. As a distinguished faculty member in our highly ranked Department of Chemistry and Biochemistry, and a member of our Center for Polymers & Organic Solids, Mitsubishi Chemical Center for Advanced Materials, Center for Energy Efficient Materials, and Institute for Energy Efficiency, Professor Nguyen exemplifies UC Santa Barbara’s spirit of interdisciplinary collaboration, innovation and discovery.”

Named for the late Prussian naturalist and explorer, the Alexander von Humboldt Foundation promotes academic cooperation and each year enables more than 600 researchers from varying disciplines to conduct research in Germany. The Humboldt Foundation annually grants up to 100 Humboldt Research Awards to scientists and scholars regardless of their discipline or nationality.

“It was wonderful to receive this award not only because it helps my future research direction with my collaborator in Germany, but also because of the honor associated with it,” said Nguyen, whose group also conducts research on light-emitting diodes and field-effect transistors. “The award means that your work is well-recognized and respected by your peers and the scientific community.”

Currently, Nguyen and her research group at UCSB focus on charge transport in organic semiconductors; new materials for organic solar cell applications; materials processing; nanoscale and bulk characterization of organic solar cells; device physics; organic transistors; organic ratchets; and biomaterials/bioelectronics. Nguyen also works with professor Dieter Neher of the University of Potsdam, where the two focus on the effect of energetic disorder on charge-carrier transport and device characteristics.

“The beauty of working with the solution-processed small molecules that my group developed at UCSB is that you get exactly the same molecule each time and that consistency is important for device applications,” Nguyen explained.

Continued on page 4
During our yearly workshops that Director Ricardo Alcaíno and I present to the departments at our UCSB campus who are undertaking faculty recruitments, I like to present the progress we have made with respect to hiring women faculty members. My hope is that by offering data enumerating the yearly hires departments will be motivated to renew their resolve to increase women faculty in their departments. Our campus has done fairly well with respect to the percentages of women hired each year. I am very grateful for the commitment departments have been demonstrating in trying to improve the number of women in their workplace. I am sure we all feel we can do better and, therefore, it is important that we keep our commitment to diversify our campus work environment in our departments and other academic units. Below is a chart detailing the percentages of women hired each year from 1975 to the present academic year 2015 - 2016.

PERCENTAGE OF WOMEN FACULTY APPOINTMENTS: 1975 TO 2016 (BY APPOINTMENT YEAR IN RED)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>20%</td>
</tr>
<tr>
<td>1977-78</td>
<td>14%</td>
</tr>
<tr>
<td>1979-80</td>
<td>12%</td>
</tr>
<tr>
<td>1981-82</td>
<td>22%</td>
</tr>
<tr>
<td>1983-84</td>
<td>21%</td>
</tr>
<tr>
<td>1985-86</td>
<td>34%</td>
</tr>
<tr>
<td>1987-88</td>
<td>23%</td>
</tr>
<tr>
<td>1989-90</td>
<td>23%</td>
</tr>
<tr>
<td>1991-92</td>
<td>34%</td>
</tr>
<tr>
<td>1993-94</td>
<td>35%</td>
</tr>
<tr>
<td>1995-96</td>
<td>37%</td>
</tr>
<tr>
<td>1997-98</td>
<td>37%</td>
</tr>
<tr>
<td>1999-00</td>
<td>32%</td>
</tr>
<tr>
<td>2000-01</td>
<td>32%</td>
</tr>
<tr>
<td>2001-02</td>
<td>30%</td>
</tr>
<tr>
<td>2002-03</td>
<td>43%</td>
</tr>
<tr>
<td>2003-04</td>
<td>26%</td>
</tr>
<tr>
<td>2004-05</td>
<td>31%</td>
</tr>
<tr>
<td>2005-06</td>
<td>40%</td>
</tr>
<tr>
<td>2006-07</td>
<td>32%</td>
</tr>
<tr>
<td>2007-08</td>
<td>40%</td>
</tr>
<tr>
<td>2008-09</td>
<td>43%</td>
</tr>
<tr>
<td>2009-10</td>
<td>50%</td>
</tr>
<tr>
<td>2010-11</td>
<td>27%</td>
</tr>
<tr>
<td>2011-12</td>
<td>56%</td>
</tr>
<tr>
<td>2012-13</td>
<td>31%</td>
</tr>
<tr>
<td>2013-14</td>
<td>29%</td>
</tr>
<tr>
<td>2014-15</td>
<td>48%</td>
</tr>
<tr>
<td>2015-16</td>
<td>42%</td>
</tr>
</tbody>
</table>

As can be seen from the two lists cited above, for the academic years encompassing the period between 1975 -2002 the percentages of women faculty hired are mostly below 40%. In fact, the years 1975 -1984 have very low percentages—20%, 14%, 12%, 22%, and 21%. From 1991 to 2002 there was an increase in the percentages hired with the highest at 37%. For the year 2002-2003, there was a definite increase to 43%. I am pleased to say that was the year I was appointed Associate Vice Chancellor for Academic Policy. I began to take a strong interest in improving the hiring of women faculty members at that time. Since 2003 there have been some dips in the percentage rates of women hired (some due to hiring freezes and budget crisis we have suffered) but for the most part, the numbers have been in the forty percentage rate or higher. In two different years UCSB even hired at the 50% and 56 % rate.

My point in presenting the above data is to encourage departments to diversify their faculty members. The data demonstrates we can achieve progress if we put our minds and hearts to it as well as work diligently on achieving diversity at our campus.

I thank all of the marvelous departments, their staff and faculty members who have invited Ricardo Alcaíno and I to present workshops. I know time is precious and I am doubly grateful for the time granted to us to present “best practices” in the recruitment process.
A Message from the Chancellor

This is the exciting time of year when we focus our diversity efforts not just here on our campus, but in our outreach to prospective students. Each year, our goal is to further increase the accessibility and availability of a UC education, making our applicant pool more reflective of our state’s demographics.

UC Santa Barbara received a record 94,015 applications for undergraduate admission for fall 2016. Nearly 23,000, or 30%, of our freshman applicants are African American, Native American/American Indian, and Chicana/o and Latina/o students. In addition, 61% of prospective freshmen are members of a racial or ethnic minority group, and 42% are first-generation college students. We are proud that the quality education and inclusive environment on our campus continues to attract increasingly diverse and academically excellent applicants.

Equally as important in our application process is the acknowledgement of gender and social diversity. Starting this past fall, the UC application now includes voluntary questions related to gender identity and sexual orientation. UC Santa Barbara, together with our sister campuses, strives to be the gold standard for LGBTQ issues, and this is one way in which we are fulfilling that commitment.

With admissions season come our annual regional receptions throughout the state, as well as in Washington, D.C, and New York. Every year in March, my wife, Dilling, and I have the pleasure of spending our weekends at these events, meeting with potential students and their families. We join a dedicated and inspired group of dozens of faculty, staff, alumni, student, and administrative volunteers – about 100 in total – to engage with exceptional prospective students. Through these recruitment and outreach opportunities, we endeavor to further enhance the excellence and diversity of our vibrant academic community.

We remain steadfast in our resolve to foster a living and learning environment that embraces rich diversity in all its forms. I look forward to the progress we will make together as we finish out this academic year, and as we welcome a diverse cohort of new students to our campus in the fall.

Henry T. Yang
Chancellor
The University of California, Santa Barbara is a leading research institution that also provides a comprehensive liberal arts learning experience. Our academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society.

RESPECT AND CONSIDERATION in interaction with others

The real test of this value comes when we encounter people whose backgrounds, beliefs, and worldviews differ from our own. If your educational experience is all that it should be, you will graduate prepared to navigate a society that comprises many different kinds of people. You will also graduate having seen and understood different worldviews, and will perhaps expand your own. These are the key skills of the new century, and your education will be incomplete if you graduate without these abilities.

Mutual respect is a non-negotiable. What this means is that there are some boundaries that should not be crossed. Intolerant and disrespectful behavior, especially regarding race, sexual orientation, gender, ethnicity, and religion, compromises our sense of community and our ability to live and learn together.

INTEGRITY in academic pursuits

In an institution where the search for knowledge and truth is the primary goal, integrity in teaching, learning, research, and scholarship is paramount. Dishonesty undermines our common missions. This translates into the obvious: write your own papers, take your own tests, do your own work.

FREE, OPEN, AND RESPECTFUL exchange of ideas

Our community requires the respectful exchange of ideas. People should be passionate about what they believe and how they express that belief, but they must also be civil in both word and deed. This principle is particularly important when a community encompasses people who have different backgrounds, worldviews, etc. This is not about political correctness; it is about basic respect – about how people treat one another, not about what people think or believe.

CONTRIBUTIONS to and participation in the community

We should all serve the campus and community while we are here. Contributing to the community can take the form of simply being a good citizen, being considerate of neighbors, cleaning up the campus and community, volunteering at a school or social service in town, or helping to raise money for charity.

“These molecules can be processed from solution, which means an organic solar cell can be made flexible using roll-to-roll coating similar to printing a newspaper. The other nice thing with this type of technology is that it can be made semitransparent to coat windows or glass.

“I grew up for 16 years without electricity so I have had a long interest in solar energy,” added Nguyen, who was raised in a small village in Vietnam and came to the United States when she was 21. Nguyen learned English at adult school, then attended Santa Monica College before transferring to UCLA. There she trained as a physical chemist and received bachelor's and master's degrees as well as a doctorate. Nguyen pursued her postdoctoral studies at Columbia University and joined the faculty at UCSB in 2004.

In addition to the Humboldt Research Award, Nguyen is the recipient of numerous honors and awards, including the 2010 National Science Foundation American Competitiveness and Innovation Fellowship; the 2009 Alfred P. Sloan Foundation Research Fellowship; the 2008 Camille Dreyfus Teacher Scholar Award; the 2007 Harold J. Plous Memorial Award and Lectureship; the 2006 National Science Foundation’s Faculty Early Career Development Award; and the 2005 Office of Naval Research Young Investigator Award.
In February of 2011, I participated on the Advisory Council on Campus Climate, Culture, and Inclusion, to develop and introduce the Principles of Community to our campus. These Principles were not intended to create a politically correct environment on campus or to stifle philosophical exchanges or political dissent, but rather to create an environment where productive and meaningful discussions and expression could take place to help our campus community grow and flourish together.

The recent derogatory and offensive chalking messages scribbled around the campus are counter to the Principles of Community and only serve to offend and repress segments of our campus community. In light of the impact of these messages have caused, and the climate they have created on our campus, I am providing some information about campus offices that may be able to help our campus address the negative impact that such messages may have had on our Staff and Faculty members.

As you may be aware, Student Affairs Vice Chancellor Margaret Klawunn provided several communications primarily targeted toward students, to respond to the offensive messages and to offer students with available services on campus. Below I offer similar services to Staff and Faculty.

- If you feel you are in eminent threat of violence by anyone on campus or in campus housing, you should dial 911. But if you feel the threat is not eminent, you may call the University Campus Police Department (UCPD), Non-Emergency Line at (805) 893-3446.

- If you are a Staff or Faculty member who would like speak confidentially to someone on campus about your experience regarding derogatory or offensive messages, you may contact the Academic & Staff Assistance Program (ASAP) office at (805) 893-3318, between the hours of 8 a.m.-12 p.m.; 1-5 p.m. M-F, or visit the office at the Student Affairs and Administrative Services Building (SAASB 3101), Third floor, North Wing.

- You can also contact the Office of the Ombuds at (805) 893-3285 between 8am-12pm, 1pm-4pm, M-F, or visit them at 1205-K Girvetz Hall. This is another confidential office on campus available to Staff and Faculty.

- If you would like to report harassment or discrimination pursuant to University policy you may contact the Equal Opportunity & Discrimination Prevention Office at (805) 893-4504, or the Title IX Office at (805) 893-2701, if the harassment or discrimination is based on gender or sex.

While derogatory or bigoted messages, sometimes referred to as “hate speech,” may not be prohibited, these messages have a very negative and deep impact to our campus community. Such messages serve no purpose to advance a constructive dialogue or a political message. A University campus should be a place where pluralism flourishes and multiple ideas can coexist, be exchanged, compared, and discussed in an effort to ensure and secure a civil society. There should be no need to threaten specific groups or individuals in order to advance a philosophy or political argument.

For more information about campus policies regarding discrimination and harassment, you may refer to https://oeosh.ucsb.edu/eodp/policies/ or to https://oeosh.ucsb.edu/titleix/policies/. If you have questions, you may contact me at (805) 893-4504 or send me a message at Ricardo.alcaino@ucsb.edu.

Sincerely,

Ricardo Alcaíno
Semillas is a program that centers around empowering women and encouraging their passion for higher education. This year, Semillas took place on February 19th at UCSB with workshops, tours, and panels for female students from Theodore Roosevelt High School in Los Angeles.

We, Sigma Omega Nu, strive to promote academics, culture, and sisterhood within our organization and the community. We also coordinate two bi-annual weeks of awareness to create lasting discussion and community solidarity in regards to topics that are pertinent yet often overlooked in popular culture such as body image, self-love, mental health and well-being. It is these ideals that we incorporated into our program as well. As an organization, we strongly believe in the idea of education and self-awareness as interconnected and a balance that fosters higher achievement and optimism. It is these ideals that we incorporated into our activities based on self-love and well-being. The activities in our program promoted positive body image, and a strong sense of self.

Semillas provided tours of the campus so that our students would be able to envision themselves in a college atmosphere and become excited about the countless opportunities that lay ahead of them. Students took part in workshops, centered on academics, with A-G Requirements, Financial Aid, and SAT Prep hosted by Jack Rivas, Natalie Gonzalez, and Gateway Educational Services.

Nachle Deewane is an annual Indian dance competition hosted by UCSB Dhadkan, bringing together ten championship-level Bollywood and Bhangra teams from around the nation to showcase their talent. Featured as a ‘Best Bet’ in the Santa Barbara Independent in 2014 as well as in news outlets around the country, Nachle Deewane is considered one of Santa Barbara’s foremost cultural showcases and a gem of the Santa Barbara arts community. Nominated for UCSB Student Organization of the Year, Dhadkan’s vision is to strive for a greater appreciation of South Asian culture while becoming an instrument of social change. All proceeds from the show were donated to India Literacy Project in efforts to educate underprivileged children. Nachle Deewane was a fast-paced and exhilarating evening full of dance, culture, and fun!

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Spring 2016 • DIVERSITY FORUM

Addressing Need Gaps for Undocumented Students

By Habiba Simjee

At the start of the 2015-2016 academic year, AB540 undocumented students entered UCSB facing a $7500 need gap in their financial aid packages due to lack of access to federal sources of funding. While UCSB’s Office of Financial Aid and Scholarships has endeavored to make gift aid equitable for undocumented students who qualify for aid through the California Dream Act, undocumented students struggle with financing the full cost of attending UCSB. Statistics from the previous academic year indicate that 50% of undocumented students reported family income levels below $25,000.

With over 300 undocumented students currently enrolled at UCSB, the Office of Financial Aid and Scholarships, Undocumented Student Services, Student Affairs Grants & Development, and the UCSB Alumni Association have all made efforts to address financial aid gaps for these students.

California DREAM Loan Program: UCSB’s Office of Financial Aid and Scholarships is the first UC campus to implement the new California DREAM Loan program thereby making state loans available to undocumented students during the 2015-2016 academic year. Although the state bill establishing the California DREAM Loan Program, SB 1210, passed into law in September 2014, the program was not funded until this past January. UCSB’s Office of Financial Aid prepared itself in advance to be able to roll out the loan program once the funding became available at the state and system-wide levels. Thus, during the Winter Quarter, currently-enrolled AB540 undocumented students began accepting loans; currently, the maximum amount available per student is $2000 for the remainder of the 2015-2016 academic year.

The Dream Scholar Fund: Established in 2013 with the seed money of a few generous donors, the Dream Scholar Fund aims to provide need-based scholarship funding to currently-enrolled undocumented students. The undocumented student population on campus has increased by 350% since the establishment of the Fund. This rapid growth in the undocumented student population, along with the financial aid need gap, motivated Undocumented Student Services to collaborate with Student Affairs Grants and Development and the UCSB Alumni Association to grow the Dream Scholar Fund for scholarships:

The Dream Luncheon - UCSB Alumni Association hosted the Dream Luncheon in the fall of 2015 as a benefit for the Dream Scholar Fund. The event honored NASA astronaut and UCSB alumnus Jose Hernandez, a first-generation college student from a migrant farm worker background. Hernandez expressed his support for undocumented students pursuing higher education at UCSB and encouraged attendees to give to the Dream Scholar Fund.

The 16K by ’16 Challenge – Through the outreach efforts of Student Affairs Grants and Development, two parents of UCSB alumni offered a challenge gift during the fall of 2015: to raise $8,000 by the January 1, 2016, to match an $8,000 gift made by these two donors. This matching gift campaign, “The 16K by ’16 Challenge,” coincided with the fundraising efforts during the fall with the Dream Luncheon; these efforts helped raise well over $16,000.

Undocumented Student Services continues to strive toward increasing resources for undocumented students, particularly financial resources by growing the Dream Scholar Fund and making more funding available for the success and retention of our students.
Stevenson’s award-winning memoir, *Just Mercy: A Story of Justice and Redemption*, was selected as the book for UCSB Reads 2016, a UCSB Library program that brings the campus and Santa Barbara community together for a common reading experience. The book was selected by a panel of faculty, students, staff and community representatives.

Desmond Tutu, Nobel Peace Prize Laureate, has described attorney author Bryan Stevenson as “America’s young Nelson Mandela.”

*Just Mercy*, praised by critics as “compelling,” “searing,” and “inspiring,” is a combination of memoir and reporting. The book chronicles the author’s own life as well as the stories of defendants he has helped, most notably Walter McMillian, a prisoner on death row whom he helped exonerate.

Using *Just Mercy* as a starting point, UCSB Reads engaged readers in dialogue about issues of local and national significance, including racial inequality, capital punishment, and social injustice. During the winter and spring quarters, the Library sponsored faculty panels, book discussions, film screenings, and other events on campus and at local libraries. Stevenson offered a free lecture in UCSB’s Campbell Hall on April 18, 2016. Stevenson has been representing capital defendants and death row prisoners since 1985. A MacArthur Fellow, he has argued six cases before the Supreme Court, and won a ruling on behalf of juveniles in the justice system. A Harvard Law School graduate and professor at the New York University School of Law, he grew up poor in a racially segregated neighborhood in Delaware.

In 1989 Stevenson founded the Equal Justice Initiative (EJI), a nonprofit legal organization in Montgomery, Alabama, dedicated to defending death row prisoners, juvenile offenders, people who have been wrongly convicted, and those who have suffered racial bias in the criminal justice system. In February 2016, the philanthropic arm of Google.org donated $1 million to the organization.

Justin Steele, a principal with Google.org, said EJI “is really trying to tell the untold history around race in this country and help people develop a deeper understanding for the narrative around race and how we have gotten to where we are.”

UCSB instructors have incorporated *Just Mercy* into their courses. Students in Sociology Professor Elena Skapoulli Raymond’s “Social Inequalities” class, for example, gave group or individual presentations about the book’s themes, covering such topics as racial inequality in incarceration, the history of death row, false confessions, and the role of intellectuals and artists like Stevenson and Kendrick Lamar in addressing racism. Student Mouton Hemessee spoke about the “prison-industrial complex,” reporting that “today, more black American adults are under correctional control (in jails, prison and on probation) than were enslaved in 1850.”

Desmond Tutu, Nobel Peace Price Laureate, has described attorney Bryan Stevenson as “America’s young Nelson Mandela.”

UCSB Reads is presented by the UCSB Library, Office of the Executive Vice Chancellor, Arts & Lectures, Associated Students, the Santa Barbara Public Library, and additional campus and community partners. For more information, visit www.library.ucsb.edu/ucsbreads2016.
The Gevirtz School hosted the forum “Strong Voices, Key Messages from Latino Undergrads: How UCSB Can Truly Become ‘Hispanic Serving’”

By George Yatchisin

On February 5, 2016, a packed room took part in the forum “Strong Voices, Key Messages from Latino Undergrads: How UCSB Can Truly Become ‘Hispanic Serving,’” hosted by the Gevirtz Graduate School of Education. The forum was led by Laura Romo, Professor of Education and the Director of the Chicano Studies Institute, and Rebeca Mireles-Rios, Assistant Professor of Education. The event was co-sponsored by the Chicano Studies Institute and the Associate Vice-Chancellor of Diversity, Equity, and Academic Policy.

In 2014-2015, UCSB reached the 25% Latino undergrad student enrollment threshold to become designated as a Hispanic Serving Institution (HSI), making it eligible to apply for federal funds to support the educational progress of its growing underrepresented minority (URM) student population. In response to Latino students’ desire to have input in the process, the Chicano Studies Institute convened a workshop to gather their thoughts on how UCSB can best serve their needs as well as those of other URM students. This forum shared students’ perceptions of factors that positively impact their college experience as well as critical areas in need of improvement.

Laura Romo is a Professor in the Department of Education specializing in child and adolescent development. Her research examines the impact of the mother-daughter relationship on Latina adolescent well-being.

Rebeca Mireles-Rios is an Assistant Professor in the Department of Education specializing in child and adolescent development. Her research examines the educational expectations of Latina/o students and the connection to parent and teacher support.
California Forum for Diversity in Graduate Education
a Huge Success at UCSB

By Charles Williams, Graduate Division
Diversity & Outreach Peer Advisor

On Saturday, November 7, thousands descended upon the UC Santa Barbara campus as the university hosted the biannual California Forum for Diversity in Graduate Education. About 220 private and public universities from throughout the nation joined more than 1,000 undergraduate and master’s students in an all-day event designed to recruit students from underrepresented backgrounds (low-income, first-generation college students; and African-American, American Indian, Latino, Filipino, Pacific Islander, and Asian American students in non-professional degree programs) to doctoral-level study. The majority of the student participants in the Forum, now in its 25th year, were members of the University of California and California State University system.

After a welcome by UCSB Graduate Division Dean Carol Genetti, UC Santa Barbara Chancellor Henry T. Yang kicked off the plenary session, held on the Sciences Lawn, with his own welcome and a personal testimony of the importance of diversity in graduate education.

Following Chancellor Yang was keynote speaker Dr. Victor Rios. Dr. Rios provided a riveting account of his rise from a marginalized graduate student at UC Berkeley to his current position of full professor and educational ambassador to the White House. Rios emphasized the importance of perseverance in the face of adversity and the trend in higher education to diversify both student and faculty populations – a trend that students in attendance were encouraged to take advantage of by pursuing a graduate education.

After the morning plenary session, students attended informational workshops held in nearby classrooms. Topics included how to finance graduate education; how to write a winning statement of purpose; demystifying the GRE; the relationship of the master’s degree to the Ph.D.; how to prepare for the GRE; and the role of undergraduate research in graduate admissions.

The main event of the day was the recruiter fair held from noon to 3 p.m., also on the Sciences Lawn. This is where all 215 universities set up tables with representatives to promote and share information on graduate programs to potential students.

Additional workshop sessions on the aforementioned topics were held in the afternoon for students interested in attending more than one session. The Forum concluded with discipline-based workshops. Disciplines included social sciences, engineering and computer science, behavioral science, physical sciences and math, business and management, life science, education, health and human services, fine arts, and humanities.

Several students from UCSB’s McNair Scholars Program participated in the recruiter fair alongside visiting students from across California. They spoke of the importance of the Forum to them.

“The Forum provided the route for me to explore my
future,” said Buki Akinyemi, UCSB McNair Junior Scholar and a biopsychology major. “Talking to different graduate program reps about their experiences in grad school and struggles to success made me want to achieve that high level as well. The future is looking pretty promising as the faces of higher ed are changing to look more like me.”

Joshua Hudson, UCSB McNair Junior Scholar and a Sociology and Global Studies double major, also praised the Forum: “The Diversity Forum impacted me a lot because it showed me that people from underrepresented communities – including myself – have the opportunity to go further into higher education and make a difference in academia.”

For Victoria Melgarejo, UCSB McNair Junior Scholar and a Linguistics and Spanish double major, the event “made me realize how important it is for students of color to be represented, not only in graduate school, but later in academia.” And Ema Angeles, a UCSB McNair Junior Scholar and Anthropology major, called the Forum “a great experience that helped me answer questions, meet with graduate schools, and feel prepared to move onto the next step in my education. It was great to realize the diversity that is about to enter academia.”

An event of this magnitude required support from university leadership. Chancellor Yang, the UCSB Graduate Division, and McNair Scholars Program were key in the coordination and implementation of the Diversity Forum. In addition to university leadership, more than 150 UCSB student volunteers helped with various logistical issues during the day. The Graduate Division would like to give a special thanks to these volunteers, who helped to make the event a success.
Spring Events

1. **The Making of Asian America with Erika Lee • March 3, 2016**
   
   Asian Americans are the fastest growing group in the US today, but most Americans know little about their long history here and their current complicated status. Award-winning historian Erika Lee unraveled 450 years of Asian American history to explain how these citizens, once a “despised minority,” became a “model minority” and how Asian Americans help us understand America today. Erika Lee teaches American history at the University of Minnesota, where she holds the Rudolph J. Vecoli Chair in Immigration History and is Director of the Immigration History Research Center.

2. **The United States and the Culture of Conquest • April 19, 2016**
   
   As “Columbus Day” suggests, U.S. history dates back to the onset of European colonization of the Western Hemisphere. However, the entire continental mass of the U.S. today was conquered through a century of genocidal warfare against Indigenous peoples. The culture of conquest is embedded in our governing structures, foreign relations, internal social relations, and institutional structures. This mind-set, expressed in policing/incarceration and in the U.S. military aggression against non-European peoples, has produced a virulent and enduring racism both domestically and internationally. Roxanne Dunbar Ortiz – a historian, writer, feminist, and Professor Emerita of Ethnic Studies at CSU Hayward – argued that, without the colonial lens, we can neither understand nor eradicate racism.

3. **Environmental Justice and Health Disparities: Passion, Partnerships, and Progress • May 24, 2016**
   
   Environmental health scientist and environmental justice advocate Sacoby Wilson detailed the fight to address environmental injustice in the form of environmental racism, environmental classism, and environmental slavery across the U.S. He discussed his efforts to “inpower” communities that have been differentially burdened by environmental hazards and his participation in community-university partnerships to address this injustice in Flint, Michigan, the Washington, DC region, and the Carolinas. Dr. Wilson is Assistant Professor of Applied Environmental Health at University of Maryland’s School of Public Health.
The Tragic Story of Forced Sterilization Comes to the UCSB Campus

By Miroslava Chávez-García

No Más Bebés/No More Babies investigates the riveting history of Mexican and Mexican American women who were sterilized at the Los Angeles County-USC Medical Center during the 1970s. It is a story of blatant injustice, uncommon courage, and activism. This film chronicles how a “group of mothers, young Chicana/o lawyers and activists, and a whistle-blowing doctor stood up to powerful institutions and faced public exposure in the name of justice.” Directed by Renee Tajima-Peña and Produced by Virginia Espino and Renee Tajima-Peña, 78 min., English and Spanish with English subtitles, 2015, USA.

On Tuesday, January 26, 2016, Virginia Espino, Co-Producer and Lead Historian of No Más Bebés/No More Babies, brought the film’s story to life by bringing María Elena Figueroa and Melvina Hernández, two of the ten women featured in the movie who sued the hospital for unwanted sterilizations, to the UCSB campus. Speaking to nearly 525 students in the class “Introduction to Chicana and Chicano Studies: Gender,” in Isla Vista Theater, Espino related the origins of the film and the role of her doctoral research in the process. Espino became intrigued with these women’s narratives of abuse and survival while at Claremont Graduate School working under the mentorship of Dr. Vicki Ruiz, a leading scholar of Chicana and Chicano history. As a committed oral historian, Espino was set on recovering the women’s stories of sterilization at the hands of abusive medical personnel as well documenting their personal will in challenging institutional ideologies and practices that relegated Mexican women as unworthy mothers. After Espino completed her research, she knew she was not done telling their story and longed to find a broader audience. A few years later, Espino’s dream came true when she and her neighbor, Renee Tajima-Peña, an Academy Award®-nominated filmmaker and a professor at UCLA, came together to produce and direct, respectively, an on-screen, filmic interpretation of the tragedies that unfolded at the medical hospital to these and an unknown number of poor women in Los Angeles.

Following Espino’s presentation, Mrs. Figueroa and Mrs. Hernández not only recounted their stories but also spent time advising students—the women primarily—about how to advocate for themselves and their reproductive needs in the doctor’s office. They also primed the students on the kinds of questions they should ask and seek to have answered when faced with reproductive health issues. They reminded the students to speak up for their rights and to never allow anyone to choose their medical care for them. With these words, many students came away feeling empowered as well as moved by the women’s narratives.
Sigma Omega Nu Hosts Semillas Event

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In addition, the students partook in a yoga session that showed one method of de-stressing that they could incorporate into their daily lives. The students also participated in a workshop that helped them to self-empower by bringing forth all the positive attributes and skills that they hold. After the workshops, Semillas took their professional headshots and were recognized for all their hard work through an award ceremony and dinner. The Semillas enjoyed that the program was very intimate and personal. We were really able to connect with the students and create an amazing bond.

Angelica Gutierrez, a participant of Semillas, commented that, “This was an awesome experience because I was really able to feel the positive vibe and it is really welcoming and the workshops given were really totally helpful, most of the time when we talked about majors it really got me thinking about what it is I want to do and it me excited about coming/go ing to a University.” It is students like Angelica, who motivate us, warm our hearts, and make us feel truly lucky to be able to become a support system for them.

It was an amazing opportunity for us and we are thrilled to be one support system for our Semillas as they pursue higher education. It was a vision turned into reality and it couldn’t have been possible without the support of Chava Stitch and Print, the Student Initiated Outreach Program (SIOP), the Office of the Executive Vice Chancellor, and the Office of the Associate Vice Chancellor for Diversity, Equity and Academic Policy. We know that our Semillas will achieve amazing things. Our Semillas are amazing individuals that are motivated and passionate about higher education. It is this passion that we will encourage and foster. We are ecstatic to be able to support them throughout their high school career and through the rest of their lives. We are honored to have created an impact in their lives and for the opportunity to continue to impact the lives of future Semillas.

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After Mrs. Figueroa and Mrs. Hernández spoke, the professor asked the women pre-prepared, student-generated questions about the impact of sterilization as well as the historical significance of the acts. One student pointedly asked why they – the students – had never learned about this incident in their history books and whether the government attempted to cover it up. Another questioned the secrecy and shame associated with women's sterilization and how their children, in particular, had responded when they had heard what had happened to their mother. In response to that question, Mrs. Figueroa admitted that her husband told her that he did not want his family to know. He demanded that she keep it secret for fear of bringing unwanted judgment and attention to a painful experience. Mrs. Hernández confessed that she too kept her experience from her son. Only recently, in the fall of 2015, nearly 40 years after it happened, did he learn the news. He has not yet shared with her the impact of that knowledge, she said. Mrs. Hernández suggested that he was likely still in “shock.”

To date, the film has received numerous acclaims in the independent film industry and mainstream media throughout the United States for the powerful way in which the women's stories are relate. The film take you on a rare and nuanced journey into the personal and emotional experience of everyday women whose bravery changed the way we understand reproductive health and rights. It has been featured in the L.A. Film Festival, among many other venues, and had its national showing on PBS on February 1, 2016.

Support was provided by the UCSB Office of Equal Opportunity and Sexual/Harassment/Title IX Compliance Office, directed by Ricardo Alcaino, and by the Luis Leal Endowed Chair, held by Professor Aída Hurtado. For more information and the latest reviews and interviews, visit, http://www.nomasbebesmovie.com/film/.
Celebrating International Transgender Day of Visibility

By David Whitman

Transgender Day of Visibility: “I Stand Corrected”  
Screening and Jennifer Leitham in Concert  
March 31, 2016  
Multicultural Center

The event included a screening of the award-winning documentary “I Stand Corrected,” created by Andrea Meyerson, that showcases the narrative of Jennifer Leitham and her rise as a world-famous jazz bassist. It also shares the story of her public gender transition; already well known and regarded in her musical career, Leitham took the courageous leap to honor her truth and live as her full self. This process, while risky for her professionally and personally, also shows the joy and empowerment that she found in honoring her gender identity and expression as a woman. As well, the event included a performance by Leitham’s group, The Jennifer Leitham Trio, and a discussion with audience members.

The event also raised funds for the Santa Barbara Transgender Advocacy Network (SBTAN, www.sbtan.org), a community-based group that educates individuals and organizations on best practices for transgender & gender expansive clients, patients, students, congregants and families; creates and develops spaces, actions, and policies that advance the welfare of transgender and diverse gender non-conforming individuals, their families, and allies in California’s central coast communities. Youth participants and UCSB students of SBTAN showcased their original artwork about their gender journey, and there were speeches made by community members in both medicine, government and social service organizations in Santa Barbara County.

The Resource Center for Sexual and Gender Diversity works to foster a campus environment that is fully respectful, inclusive, and celebratory of the lives, contributions, struggles, and importance of transgender and gender expansive community members, as part of our larger efforts to elevate and facilitate collective dialogues, education, and action to ensure healthy, positive development for all gender and sexually marginalized students. While our campus and larger community has regularly celebrated Transgender Day of Remembrance in November, this year, in collaboration with community partners, we also celebrated International Transgender Day of Visibility, a day to honor and commemorate the struggles and lives of all transgender people, including those members of our community who are still actively living their struggles.
Faculty Feature

Professor and Associate Vice Chancellor for Academic Personnel, Alison Butler

Alison Butler is the Associate Vice Chancellor for Academic Personnel and a Professor in the Department of Chemistry and Biochemistry. She has served as a member, Vice Chair, and Chair of the UCSB Committee on Academic Personnel, as well as a member, Vice Chair, and Chair of the UC System-wide Committee on Academic Personnel.

Professor Butler earned her B.A. degree in Chemistry from Reed College and her PhD degree in Chemistry at UC San Diego. She then held NIH Postdoctoral Fellowship positions, first at UCLA and then at Caltech, before moving to UCSB in 1986 as an Assistant Professor. Her research interests are at the interface of biology and chemistry, in sub disciplines of bioinorganic and bioorganic chemistry. Her research group focuses on how bacteria obtain the metals, such as iron, they need for growth, as well as on the mechanistic chemistry of certain iron and vanadium metalloenzymes. She has an adventurous and fun group of students in her research group, that aren't afraid to tackle challenging and important scientific questions.

As an Assistant Professor, Professor Butler received an American Cancer Society Junior Faculty Research Award, an Alfred P. Sloan Foundation Fellowship, and the Harold J. Plous Memorial Award at UCSB. Subsequently she has been named a Fellow of the American Chemical Society and the American Association for the Advancement of Science (AAAS). She was recently elected Chair of the Chemistry Section of the AAAS and also President of the International Society for BioInorganic Chemistry.

Professor Butler has also served as a faculty advisor to the former Apprentice Researcher Program within CNSI at UCSB for a diverse group of high school students, working with this group on their written and oral presentations. She also served as the Interim Director of the 2012 Research Mentorship Program through UCSB Summer Sessions for about 80 US & International high school students carrying out research projects across the natural sciences, engineering, humanities and social sciences.