DIVERSITY MATTERS

Graduate Division Hosted Month-Long Event Series on Diversity for Faculty and Staff

The Graduate Division’s event series “Diversity Matters” brought a multifaceted programming approach to fostering diversity conversations among staff and faculty at UC Santa Barbara last month.

The series featured a week of interactive presentations about microaggressions, implicit bias, the impact of mentoring, and social justice topics from Theater Delta; an inspiring debut of Gervitz School Dean Jeffrey Milem’s Dean’s Lecture Series on Education, Diversity, and Democracy; a Diversity Champions lunch discussion for faculty; and strategies to promote access and inclusion in graduate admissions from renowned academic authors Julie Posselt and Casey Miller.

“The Diversity Matters series was designed to promote conversations across the faculty on diversity-related topics, such as the central role of diversity to our research, teaching, and service missions; barriers to that diversity; the experiences of people of color and other minorities at UC Santa Barbara; and how we can work as change agents in creating an inclusive and supportive climate for scholars of varied backgrounds and identities,” said Carol Genetti, Dean of the Graduate Division.

The series kicked off with a Welcome Reception at Mosher Alumni House for new graduate students of diverse backgrounds. (This 2017/2018 school year, UCSB welcomed 837 new graduate students.) The reception was attended by nearly one hundred students, faculty, and staff, and featured opening remarks from Graduate Dean Carol Genetti, Chancellor Henry T. Yang, and Graduate Student Association President David Stamps.

“The reception was a great venue for first-year and more experienced students to meet each other and open the conversation about what it is like as grad students coming from underrepresented backgrounds here at UCSB,” said Danny Meza, a Ph.D. student in the UCSB Department of Counseling, Clinical & School Psychology (CCSP) who also serves as the Graduate Student Resource Center Diversity and Outreach Peer. “I think the reception and the series is important because it allows students like us from diverse backgrounds to find each other, share with each other how to navigate grad school, and develop a community that reflects our own cultural backgrounds on campus.”

Author and scholar Dr. Miroslava Chávez-García, a professor at the UCSB History Department, serves as the Graduate Division’s Faculty Director for Graduate Diversity Initiatives. She met with a group of graduate students, new faculty, and a postdoc at the reception.

“The reception was a great space where new and old faces at UCSB could come together to... (Continued on page 6)
The new academic year, 2017 - 2018, started with a bang with Dean of Graduate Studies, Carol Genetti, organizing a Diversity Matters Series in October 2017. The Series featured, among other important activities, a theater group—Theater Delta—who presented theatrical performances demonstrating real life scenarios related to implicit bias issues within faculty hiring, graduate student mentoring, outreach, and selection, as well as the micro-aggressions that frequently surface at colleges and universities across our nation. These theater performances consisted of brief ten to fifteen minute skits performed at the MCC Theater and the audience, composed of mostly faculty members and administrators, had an opportunity to interact via lively discussions with the actors immediately after the performances regarding the issues they had just witnessed in the representations. The Diversity Matters Series elicited enormous participation and created great interest in issues related to graduate student and faculty recruitment with the goal of increasing our graduate student and faculty diversity on campus. Please see page 1 for the Diversity Matters Series activities program presented this fall quarter. I thank Dean Genetti and her team for organizing these informative series.

Our Affirmative Action/Equal Opportunity & Diversity Search Committee Briefings offered by Director of Equal Opportunity and Discrimination Prevention (EODP) Office, Ricardo Alcaino, and EODP Diversity and Inclusion Analyst, Lia Cabello, as well as my Office have been very successful this year given the UC Recruit academic Program, now instituted on all of the UC campuses. The UC Recruit Program allows the EODP Office better oversight of academic department’s good faith affirmative action efforts to enhance our campus diversity, and allows much greater documentation of those efforts in the recruitment process. There is significant interest from Chairs, Office Managers and Departmental Diversity Committees as well as from faculty members in the various departments regarding UC Recruit requirements and affirmative action good faith efforts. Lia Cabello and Ricardo Alcaino have been highly effective in communicating this information at these “Briefings” which include issues of unconscious bias, best practices for selecting the best candidate, and resources available on campus, as well as through my Office and Director Alcaino’s Office.

The Office of the President (UCOP) in Oakland has kept all the Chief Diversity Officers (I am UCSB’s CDO) from the ten UC campuses very busy with different diversity issues that have surfaced in these difficult times. Fruitful discussions concerning free speech, controversial speakers, and other related issues are a frequent topic of discussion at the monthly telephone conferences and quarterly in-person meetings at UCOP. Our UCSB campus is very fortunate to have experienced relative calm. I thank Chancellor Henry T. Yang; Executive Vice Chancellor, David Marshal; Vice Chancellor for Student Affairs, Margaret Klawunn; our Chief of Police, Dustin Olson; Director of the MultiCultural Center, Zaveeni Khan-Marcus; Assistant Vice Chancellor and Dean of Student Life, Katya Armistead; Associate Vice Chancellor of Communications, John Longbrake; Chair of the Academic Senate, Henning Bohn; our Deans and Chairs, who together with our excellent staff and extraordinary faculty and students, keep our UCSB harmoniously achieving excellence in diversity and diversity in excellence.
A Message from the Chancellor

Welcome to the 2017-18 academic year! Fall quarter is the exciting time of year when our campus transforms. The quiet of summer is replaced by the dynamic energy of our new and returning students, who bring with them diverse backgrounds, fresh perspectives, and brilliant minds.

This year, we proudly welcomed to our UC Santa Barbara family more than 4,600 freshmen. This class – with 30% underrepresented minorities, 40% first-generation four-year college students, and an average GPA of 4.08 – reflects the academic excellence and diversity of our campus. Among all 10 UC campuses, UC Santa Barbara enrolled the highest percentage of American Indian freshmen and the third-highest percentage of African Americans.

We are constantly striving to improve our campus’s diversity, accessibility, and affordability, and our strong, sustained efforts are being recognized nationally. Among the nation’s top colleges committed to economic diversity, UC Santa Barbara ranks No. 2, according to the 2017 New York Times College Access Index. This index measures which top institutions are doing the most to “promote the American dream,” based on the graduation rate and cost of education for low- and middle-income students.

Our campus diversity extends beyond our student body to our faculty as well. A recent study by the Chronicle of Higher Education examining the diversity of faculty hires noted that among the 60 U.S. members of the Association of American Universities, UC Santa Barbara hired the highest percentage of women – 61.5% – as full-time tenure-track faculty for instruction in fall 2015, the most recent year for which data were available.

While our long-standing commitment to diversity and excellence has never been stronger, decisions at the national level are conflicting with these core values of our institution. As you know, in September the White House announced the decision to end the Deferred Action for Childhood Arrivals program for young undocumented immigrants who came to this country as children. Conversations continue in the Capitol and throughout the country, yet uncertainty remains. We at UC Santa Barbara believe that all students, regardless of immigration status, should have access to an outstanding education and the opportunity to participate fully in our university life. I further affirm our support of every member of our academic community in my campus memo of September 5, 2017.

Thanks to each of you for helping to make UC Santa Barbara a campus that prizes diversity and inclusion. Let us continue to be a beacon of knowledge and understanding, proudly embracing our differences and nurturing respect without discrimination.
Last summer the UC Office of the President conducted a system-wide competition called “Advancing Faculty Diversity: Piloting Best Practices on UC Campuses,” funded by a $2 million allocation from the State Legislature to support University of California efforts to diversify the faculty. UC Santa Barbara was one of four campuses chosen in this competition. The Department of Economics received an award of $500,000 for its proposal, “Enhancing Faculty Diversity at UC Santa Barbara,” an ambitious recruitment initiative, using both junior and senior positions, including endowed chairs, to attract underrepresented minority and female faculty members.

A cornerstone of the initiative is the North Hall Presidential Chair in Economics, which is part of an interdisciplinary cluster hire in African American studies. The North Hall Chairs are designed to recruit distinguished scholars whose research is related to the Black world, who have a record of commitment to providing academic support to African American students, and who have a substantive engagement with issues of social equity and justice through research and collaborative partnerships with Black communities. (The first North Hall Professor, Anne Charity-Hudley, was appointed in the Department of Linguistics in July.) The Economics initiative seeks the kind of magnet scholars who will attract other faculty members and students committed to enhancing excellence and diversity. In addition to its cluster hire approach, the department will offer special start-up incentives, postdoctoral research opportunities for junior scholars, and special programmatic incentives. It has advertised widely and also personally recruited exceptional candidates. The $500,000 award will be supplemented by special funds from both the department and the Office of the Executive Vice Chancellor.

With more than 2200 undergraduate majors and 64 graduate students, the Department of Economics is the largest department in the Division of Social Sciences. About 20% of Economics majors are underrepresented minorities and about 35% are women. In the last decade, the department has moved from an almost entirely white and male faculty to one with 18% women faculty members (including the current chair) and 13% Latino faculty members, compared to 19% women and 4% Latinos across PhD granting institutions as a whole. The department has demonstrated a strong commitment to hiring faculty whose research, teaching, and related activities will address the diverse population of the campus and the State of California.

I am grateful to Kelly Bedard, Chair of the Department of Economics, and Leila Rupp, Interim Dean of Social Sciences, for their leadership, and to the faculty, students, and staff of the department for their support of this important initiative.
Ricardo Alcaíno

A message from the Director of the Equal Opportunity & Discrimination Prevention Office

Recently I have noticed, and welcomed, an increased interest and discussion around “Implicit Bias” on our campus. As a way of introduction, the Stanford Encyclopedia of Philosophy explains that, “Implicit bias’ is a term of art referring to relatively unconscious and relatively automatic features of prejudiced judgment and social behavior.” It continues that, “While psychologists in the field of ‘implicit social cognition’ study ‘implicit attitudes’ toward consumer products, self-esteem, food, alcohol, political values, and more, the most striking and well-known research has focused on implicit attitudes toward members of socially stigmatized groups, such as African-Americans, women, and the LGBTQ community.” (https://plato.stanford.edu/entries/implicit-bias/). A growing amount of research indicates that such bias can also affect the selection process. If unchecked, a search committee’s efforts to attract, select, and hire the best-qualified candidate might get undermined by this phenomenon, which not only robs us of the best-qualified candidate, but also challenges our meritocratic culture.

To address this phenomenon, the Equal Opportunity & Discrimination Prevention (EODP) Office, in conjunction with the Associate Vice Chancellor for Diversity, Equity, and Academic Policy, offer a 90 minute Briefing called, the Affirmative Action/Equal Opportunity & Diversity Search Committee Briefing. In the Briefing, we address the effects of implicit bias on the search process, and offer ways to counter and minimize the effects of this phenomenon. The Briefings provide Search Committee Members and Support Staff with tools, procedures, and best practices to address the University’s responsibilities under Affirmative Action and Equal Opportunity regulations and guidelines. These procedures not only encourage diversity but also serve to ensure the best candidate is successful via a thoughtful, deliberate, defensible, and well-documented process.

We offer various versions of this Briefing for academic and non-academic departments. Members of search committees as well as support staff are encouraged to attend a Briefing once every 3 years. Federal regulations and best practices are always changing, so it is good to take refreshers.

Starting in winter quarter 2018, the EODP Office will begin to offer Briefings for general academic department audiences, on a quarterly basis. Specific information about the dates and locations are still to be determined. However, there is no need to wait until winter; you can schedule a Briefing anytime for your search committee or for your department by contacting EODP Office Coordinator, Tori Asato, at tori.asato@ucsb.edu or at 805-893-2701.

If you have questions about this training, you may contact me at (805) 893-4504 or send me a message at ricardo.alcaíno@ucsb.edu. Thank you for your time, and I hope to see you at a Briefing soon.

Sincerely,

Ricardo Alcaíno
connect, network, and share experiences across ranks,” she said. “We had a great time talking about the Chicans/Latinx community on campus.”

Among the most innovative and effective methods to communicate diversity-based topics on campus were the interactive presentations from Theater Delta. The performance group brought to the stage research-based scripts addressing implicit bias in academic committee selections, graduate student admissions, microaggressions, mentoring, and unconscious bias. Theater Delta operates on a pedagogy recognizing that when participants engage characters and conflict, and take part in a dialogue to process the issues, they are more likely to change personal attitudes and behaviors.

Dr. Andrés J. Consoli, an associate professor at the Gevirtz Graduate School of Education, attended two of the four Theater Delta presentations for faculty and staff that week.

“I learned a lot not only from the actors/actresses, the vignettes they presented, and the reflections offered by the facilitator but also from my colleagues and peers, their candid and meaningful input they offered during the discussion period,” he said. “It was particularly moving to see many of the issues I have grappled with be reflected in the vignettes. So the take away message is that these issues aren't just in my head, in my heart, and in my daily experience only; these issues are as real as they get and merit our collective attention. In order to address them we need to engage in further training, hold the difficult dialogues that at times have been avoided, acknowledge the hidden workload that minority faculty and allies endure, and reward them accordingly for their contributions to diversity not only to our faculty and staff bodies but also by the matters addressed proactively in their scholarship and service.”

UCSB’s Equal Opportunity & Discrimination Prevention Office was one of the key campus sponsors of the event series. “From what I have heard from some faculty members who attended the Theater Delta presentations, they seemed to be very effective to spur conversations among faculty on the very nuanced aspects of implicit bias,” said Director Ricardo Alcaino. “I feel the biggest takeaway was how the script and performances were real and applicable to most faculty experiences. These types of performances seem to be the best vehicles to convince most people that creating and applying more structure and transparency to academic settings are the best ways to address the phenomenon of implicit bias, and to bring us closer to the meritocratic culture we espouse.” The Equal Opportunity & Discrimination Prevention team is now considering offering Theater Delta performances on these subjects at least once a year for all faculty members.

Dr. Jeffrey Milem, the Dean of UCSB’s Gevirtz Graduate School of Education (GGSE), not only presented a rousing inaugural keynote to his Deans Lecture series, but also helped moderate faculty discussions at the Diversity Champions luncheon at the University Center.

“As the political debates in our country grow more polarized, as questions about how much free speech is good for campuses leads the UC to launch the National Center for Free Speech and Civic Engagement, it becomes all the more crucial that UCSB also critically examines the relationship between education, diversity and democracy,” said Milem, a widely recognized expert in diversity issues and author of several books and articles on education. “That’s why a series like Diversity Matters matters so much—it emphasizes that a university’s lifeblood is its diversity of ideas, theories, people. At the Gevirtz School we’re particularly proud to kick off the series with the Dean's Lecture on Education, Diversity, and Democracy as a way to engage in critical conversations that will enhance our understanding and create collective action that will strengthen our democracy.”

Milem addressed a packed room at his lecture at the UCSB Multicultural Center Theater. He spoke about his academic journey, from growing up in Ohio, to his development of (Continued on page 7)
his research in racial dynamics in higher education and outcomes of campus diversity.

One of the central themes of his address focused on how the academy has neglected to teach about certain periods in our nation’s diversity history, like the internment of Japanese Americans in camps like Manzanar during World War II. “I wanted to know how I could go through as much education as I did and not know about this time in our history,” he said, describing the first time he learned about the camps from a personal meeting with the child of two former internment camp prisoners. “It makes me wonder what else I didn’t know.”

Dean Milem’s lecture was followed the next day by a lunch for faculty who are (or aspire to be) “diversity champions” – people dedicated to supporting diversity and inclusion at UCSB. The lunch, attended by forty faculty members, featured a spirited and wide-ranging conversation moderated by Dean Milem. The group decided to continue meet for monthly brown-bag lunches, to continue the conversations and strategize on how to foster positive change (the first such lunch will be announced soon).

The final phase of the events series invited faculty members involved in graduate admissions, as well as graduate advisors, department chairs and graduate admissions committee chairs to two separate training sessions from two nationally recognized scholars focused on enhancing diversity and inclusivity in graduate student admissions.

The presentations featured findings and guidelines from Dr. Julie Posselt, author of Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping and an Assistant Professor of Higher Education at the University of Southern California, and Dr. Casey Miller, Associate Professor of Physics, Director of the Materials Science and Engineering Program, and Associate Dean for Research and Faculty Affairs at the Rochester Institute of Technology.

The scholars presented historical statistics from diversity legislation like affirmative action, demographics from underrepresented groups (like women in STEM), and facilitated discussions between key administrators and faculty members on best practices to improving inclusivity in graduate admissions.

“Diverse teams are a little messier to work with – you need to have more conversations,” said Posselt, when presenting about the practical benefits of diverse research teams in academia. “But they also bring in better ideas, problem solving and their research is cited more.”

Moving forward this school year, the Graduate Division team hopes to build on the momentum of the conversations sparked about diversity by the special series. “All these workshops were incredibly helpful,” said Michele Johnson, who serves as the Graduate Division’s assistant director of diversity initiatives. “The faculty in attendance were really engaged, open to improvement, and actively practicing with the tools to bring back to their departments. The forum to exchange ideas across departments was also beneficial.”

“In all, more than 225 faculty members attended at least one of the Diversity Matters events. I hope these campus-level conversations will continue within departments and that people will be inspired to learn more about implicit bias, stereotypes, and related issues,” said Dean Genetti. “We have a long way to go before we reach our goal of providing an academic climate that supports scholars of all backgrounds. Only then will we truly realize our potential for excellence.

The Diversity Matters Series was organized and sponsored by the Graduate Division, with support from the Office of the Executive Vice Chancellor, the College of Letters Science and its three divisions, the College of Engineering, the Gevirtz Graduate School of Education, the Bren School of Environmental Science and Management, the Division of Student Affairs, the Multicultural Center, the Office of Diversity, Equity, and Academic Policy, the Office of Equal Opportunity and Discrimination Prevention, the Office of Academic Personnel, and the Office of Human Resources.
The UCSB McNair Scholars Program is very excited to announce that it has been awarded a 5-year grant from the U.S. Department of Education to continue its work. The grant is also supported by the Executive Vice Chancellor, the deans of Letters and Sciences and Engineering, and the Graduate Division. Our commitment is to serve 28 low-income, first-generation and/or US underrepresented students each year who wish to undertake faculty mentored research, receive professional development training, and apply to graduate schools in their senior year. Students in all majors on the campus have been and will continue to be selected as scholars. Professor Beth Schneider, Principal Investigator, will continue as Director, with Dr. Yvette Martinez-Vu serving as Assistant Director. Professor of Linguistics, North Hall Chair Anne Charity Hudley, who is the new Dean of Undergraduate Research will serve as co-PI.

GRADUATING SENIORS. Consistent with previous years, the 2017 graduating seniors were accepted into a wide-range of graduate programs for Master’s and Doctoral study. The students and their graduate programs include: Buki Akinyemi: MA, Global Health Program, University of Southern California; Juan Carlos Banda: MA, Sociology, University of South Florida; Imani Burris: PhD, Social Psychology, University of Washington, Seattle; Katie Correia: MA, History, Utah State; Joshua Hudson: MA, Sociology, San Diego State University; Patricia Martin: PhD, Education, University of California Los Angeles; Andrea Mora: PhD, Developmental Psychology and MSW in Social Work, University of Michigan; Marina Quintanilla: MA, Public Health, University of California Los Angeles; Scott Susi: PhD, Neuroscience, Brown University

On October 5, 2017, the Mexican Consul from Oxnard, California, Roberto Rodríguez Hernández, met with Chancellor Henry T. Yang to discuss collaboration between the Mexican Consulate and UCSB with respect to co-sponsoring cultural activities that are of interest to our students and campus community in general. Attending the meeting were Consul de Comunidades Mexicanas, Jonathan Elías Alvarez Alzua, who accompanied Consul Rodríguez Hernández as well as Vice Chancellor for Diversity, Equity and Academic Policy, María Herrera-Sobek; the Chair of the Chicana/o Studies Department, Gerardo Aldana; Professor Víctor Ríos from the Sociology Department; Professor Francisco Lomelí, from the Chicana/o Studies Department and the Spanish and Portuguese Department, and Jennifer Ruby Ortiz from the Mexican Consulate’s Department of Community Affairs.
On Display at the UCSB Library

The UCSB Library has two ongoing exhibitions that offer unique expressions of gender and race through art.

Wonder Women: Finding Women’s Voices in U.S. Comics

Come inspire your inner superhero by checking out this collection of women-authored comic books and graphic novels that showcases the authenticity of women’s perspectives which are oftentimes missing in the white, male-dominated comic industry. This empowering exhibition highlights women who take power over their own narratives and make rich, diverse, substantive contributions to the wild, wonderful world of comics.

UCSB Library Third Floor Gallery, 3rd Floor, Ocean Side. Now through March 2018.

Spirit of Unity: Leland Wong and the Nihonmachi Street Fair

Spirit of Unity showcases San Franciscan artist/photographer Leland Wong, whose work pays homage to the Bay Area’s diverse Asian American and Pacific Islander communities. Check out this exhibition that celebrates both cultural affirmation and a commitment to community service.

UCSB Library Ethnic & Gender Studies Collection, 2nd Floor, Ocean Side. Now through January 2018.

Heather Hughes

Joins the UCSB Library as Middle Eastern Studies Librarian

Heather Hughes has joined the UCSB Library as the newest Middle Eastern Studies Librarian. Heather received her BA in French Studies from Smith College, MA in Middle Eastern Studies from University of Washington in Seattle, and MS in Information Studies from University of Texas, Austin (UT). She worked as a Middle East cataloger at UT after receiving her MS degree and served as an archivist at Hoover Institute, Stanford University between June 2016 and August 2017.

In addition to being a native speaker in Norwegian, Heather is proficient in French, Arabic, Turkish, and Persian. She has traveled to Syria and Turkey for advanced language training and researching refugee and humanitarian issues. Heather has been heavily involved in creating web resources for Middle Eastern studies. The content she created for the Ottoman History Podcast website and the Hazine Middle Eastern studies website are widely used and recognized.

Heather is committed to providing library services that meet the research & instruction needs on campus and to promoting international studies collections to a wider audience.

"I'm excited to work with UCSB faculty and students in Middle East Studies as well as Muslim and international library users," said Heather.
To many, Santa Cruz Island is just a rocky skyline at the horizon of the Pacific Ocean, one of the islands in the archipelago off the California coast. But which one? “It’s the island to the north. Or maybe south... Middle?”. But thanks to the UCSB-Smithsonian Scholars Program, 22 community college and university students know which of the Channel Islands is Santa Cruz because they spent four days there learning about the island and important environmental and conservation research conducted there.

Santa Cruz Island is one of the seven UC Natural Reserve Sites managed by UCSB and a hub of research conducted by scientists from all over the country. This makes it a perfect spot to introduce students to conservation science. During their stay on the island, students were trained in field navigation and photo-point monitoring, endangered species monitoring, camera trap monitoring, invasive species control including noxious weed and Eucalyptus tree removal, and habitat restoration efforts taking place on the island. The program included several science talks and opportunities for students to network with professionals and scientists from The Nature Conservancy, Smithsonian Migratory Bird Center, Cornell University, UC Santa Barbara, UC San Diego, and Santa Barbara City College.

The UCSB-Smithsonian Scholars Program is a joint initiative spearheaded by The Office of Education Partnerships at UCSB and the Smithsonian Conservation Biology Institute at the Smithsonian Institution. Its goal is to provide low-income, first-generation, and community college students an up-close look at research and experience in both field and lab work. The students came from Allan Hancock College, East Los Angeles College, Oxnard Community College, Santa Barbara City College, UC Santa Barbara, and Ventura Community College.

The Santa Cruz Island learning experience is one of many events hosted by the UCSB-Smithsonian Scholars project. The yearlong program offers opportunities during the academic year and summer, including field training workshops, data collection, and small-group seminars with Smithsonian researchers and affiliates. During the summer, select students participate in ongoing conservation related research projects at Smithsonian research facilities, the Santa Barbara Museum of Natural History, and UC Santa Barbara. Students receive valuable research training and mentoring from researchers at each institution and increase their competitiveness for graduate school and industry jobs.

The program is kicking off the 2017-18 year with workshops on how to write a compelling statement of purpose for internships, a tour of the Marine Science Institute and introduction to the research, a visit to the biological collections of Cheadle Center for Biodiversity and Ecological Restoration and a workshop at Sedgwick Reserve on oak phenology. Interested students can enroll through January 19, 2018. More details are available at https://oep.ucsb.edu/programs/smithsonian_scholars_project/.
Annual Drag Show, Into the Night

On Friday, September 29th, the Resource Center for Sexual and Gender Diversity (RCSGD) hosted, Into the Night, our Annual LGBTQ Dance Party and Drag Show. With over 300+ students and community members in attendance, attendees scrambled to find a great viewing spot on all floors of the Student Resource Building. Drag performers Deja Rae, Ariel, Mercury, Taryn Tuffnit, Maddy Mokes, Vivian Storm, Echo, Sweets, and the Goodlay Brothers all mesmerized the audience with their impeccable performances.

Although, it was a night of celebration, pride, and dance, hostess, Deja Re, informed audience members of important LGBTQIA+ history and information.

When Deja Rae asked the audience who knew the difference between a drag queen and a trans woman many students shouted “no”. She informed them that a drag queen is someone who “entertains” while a trans woman’s experience is not pretend but real.

The show ended with an uproar of applause and gratitude from students. A group of students came up to the RCSGD staff to thank them for the wonderful event as it was their first time ever seeing a drag show.

It is this spirit of community, pride and love that reminds us that events like this can truly empower and create a positive impact within our community.

A huge thank you to all of our attendees, performers and community members!

With love,

-RCSGD Staff
UC Santa Barbara’s Gevirtz School announced the debut of The Dean’s Lecture Series on Education, Diversity and Democracy with a lecture by Dean Jeffrey Milem—“Education, Diversity and Democracy: How Can We Fulfill Higher Education’s Promise to Prepare Citizens for an Increasingly Diverse Democracy?”—on Thursday, October 12 in UC Santa Barbara’s MultiCultural Theater. The event was free and open to the public.

At this lecture, Dean Milem discussed the ways in which higher education stakeholders can work together to create equitable, vibrant, engaging institutions that prepare citizens for an increasingly diverse democracy. The lecture built upon three decades of scholarship regarding race relations and education, the outcomes of diversity in higher education, and the essential components of diverse and equitable learning environments.

This lecture series will bring preeminent thought leaders, educators, public figures who will stimulate us to reflect on the important role that education plays, or should play, in helping to build a democratic society that is becoming increasingly diverse. Dean Milem says, “While these topics and issues have always been important to explore, the current state of public discourse greatly amplifies the need for us all to engage in critical conversations that will enhance our understanding and create collective action.”

Jeffrey Milem is Professor and Dean of The Gevirtz Graduate School of Education at UC Santa Barbara. Prior to coming to UCSB, he was the Ernest W. McFarland Distinguished Professor in Leadership for Educational Policy and Reform in the College of Education at the University of Arizona. He is a Fellow of the American Educational Research Association and has been awarded the American College Personnel Association’s Contributions to Higher Education award. Professor Milem’s research focuses on the ways in which colleges and universities can be organized to enhance equity, access, and success for all students; the racial context within higher education; and the relationship between how colleges and universities organize themselves and student outcomes and faculty role performance. As a widely recognized expert in the area of racial dynamics in higher education, Milem has been commissioned to do research by the Institute of Medicine of the National Academies, the Association of American Medical Colleges, the Harvard Civil Rights Project, the American Council on Education, the Association of American Colleges and Universities, and the American Educational Research Association’s Panel on Racial Dynamics in Higher Education. Milem also worked with the Office for Civil Rights of the Department of Education and the American Council on Education to present a series of technical assistance workshops on affirmative action and college admissions. Professor Milem has given speeches and/or provided consultation on racial dynamics to different national education organizations as well as various public and private higher education institutions across the country.

With his colleagues Mitchell Chang and Anthony Antonio, he co-authored *Making Diversity Work on Campus: A Research Based Perspective*, published by the Association of American Colleges and Universities, which translates research demonstrating the educational benefits of diversity to develop a “roadmap” for college leaders of the conditions that must be in place if they are to maximize the opportunities for teaching and learning that racial diversity provides. Jeff contributed to two of the three books that Justice Sandra Day O’Connor cited in her majority opinion in Grutter v. Bollinger as being influential in helping to document the university’s claim regarding the educational benefits of diversity. He also worked closely on amicus briefs for both iterations of the Fisher v. Texas case. Milem also worked with the Office of Civil Rights of the Department of Education and the American Council on Education to present a series of technical assistance workshops on affirmative action and college admissions. Professor Milem has given speeches and/or provided consultation on racial dynamics to different national education organizations as well as various public and private higher education institutions across the country.

*Photo: Dean Milem (center) with (l-r) Department of Education Vice Chair Jin Sook Lee, student Charles Williams, Department of Education Chair Julie Blanchini, and student Wona Lee as Williams and Lee received Education Excellence in Teaching and Mentoring Awards in April 2017.*
UC Santa Barbara welcomes 891 new graduate students into its ranks at the end of this month, our largest incoming class in recent memory. We break down some statistics on our incoming cohort and give you a sneak peak at our upcoming series of articles profiling eight of our new students!

Most of the incoming graduate students are between the ages of 22 and 30, but our youngest incoming student is 20 years old and our oldest is 57 years old. Sixteen percent are first-generation college students, and in addition to being the largest incoming class, it is also the most diverse. On page 14 is a breakdown of incoming students based on the race or ethnicity that they identify with. While about half of incoming students identify as White, a large percentage of our new students identify as Chinese / Chinese American, East Indian / Pakistani, and Chicano / Mexican American.

(Continued on page 14)
Our new graduate students are coming from 49 different countries – from China to Chile, India to South Africa, Mexico to Malaysia – representing nearly every continent. In fact, roughly one-third of incoming students (301, to be exact) are coming from places outside the country. Our U.S. students hail from 43 of the 50 states (including Hawaii, Alaska, as well as Guam), but 40% of them are California residents.
The most popular disciplines that our new graduate students chose were Environmental Science and Management (102 new students), Electrical and Computer Engineering (92 new students), and the Teacher Education Program (78 new students). In general, 67% of incoming students are in STEM fields (Science, Technology, Engineering and Math) and 33% of students are in SHEF fields (Social Science, Humanities, Education, and Fine Arts).

We asked several of our new grad students to tell us more about themselves, including what degrees they will be pursuing, what they are looking forward to in graduate school, and what are some surprising facts about them. Starting next week, we will publish one profile per day until the first day of classes to celebrate our incoming grads.

To read the grad student profiles, please visit http://www.gradpost.ucsb.edu/top-stories/top-stories-article/2017/09/14/whos-new-introducing-our-2017-incoming-graduate-student-cohort
The UCSB MultiCultural Center is proud to present performances, artwork, lectures, and films that are educational, consciousness-raising and delivers important messages in thought-provoking ways. Since 1987, the MCC has been chartered by students to provide a space for underrepresented students while also serving as a bridge to the entire campus community. The MCC strives to support student activism and maintain a mutually supportive relationship with its student users as they work together in pursuit of a more just society.

Diversity Lecture

Along with the Office of the Associate Vice Chancellor for Diversity, Equity, and Academic Policy and the Equal Opportunity & Discrimination Prevention Office, the MCC is thrilled to present Cherrie Moraga and Celia Herrera Rodriguez as the Diversity Lecture speakers at UCSB this quarter.

Xicana Indigenous Perspectives on Art Practice: Cuento, Codex y Cuerpo

Friday, November 14, 2017

Cherrie Moraga (Professor of English at UCSB) and Celia Herrera Rodriguez (Professor of Ethnic Studies at UC Berkeley), explored indigenous conceptualizations of art and literary expression from the point of view of Xicanas. The Indigenous codex is highlighted in their presentation, the medium par excellence through which word and image is artistically and beautifully rendered to communicate with the world around them and beyond.

Prior to coming to UCSB, Moraga served as Artist in Residence in the Department of Theater and Performance Studies and in Comparative Studies in Race and Ethnicity at Stanford University for over twenty years. She is the recipient of the United States Artist Rockefeller Fellowship for Literature, the American Studies Association Lifetime Achievement Award, and the Lambda Foundation’s “Pioneer” award, among many other honors. Celia Herrera Rodriguez (Xicana Odami) is a painter and installation, performance artist, and Professor of Xicana Indigena Art Theory, History, and Practice at UC Berkeley’s Department of Ethnic Studies.

Together, they are currently in production and presentation of their most recent joint venture, a theatrical piece titled “The Mathematics of Love”. The Stanford Daily states that, “Every once in a while, a play comes along with the power to render its audience speechless – to wrench us from our academic stupor, remind us of the importance of good art, and make us feel a little more awake because of it. ‘The Mathematics of Love,’ written by Cherrie Moraga, is such a work.”

The Diversity Lectures are free and open to all.

For more information about available resources, support, and events, please visit: http://mcc.sa.ucsb.edu/
Professor Ruth Hellier-Tinoco, Ph.D.

Dr. Hellier-Tinoco is a scholar-creative artist and Associate Professor who focuses on Performing Arts (music, theater, dance), Performance Studies, and Cultural Histories. Based in the Music Department, with affiliations in Theater & Dance, Latin American & Iberian Studies, and Feminist Studies, her research and teaching explore questions of power structures, collective (post)memory, and performance-making. Since migrating to the USA in Fall 2011, Dr. Hellier-Tinoco has been particularly passionate about developing supportive pedagogical environments for undergraduates, facilitating interactive, experimental, and multidisciplinary learning, with an emphasis on embodied performance praxis.

Dr. Hellier-Tinoco has designed two courses examining cultural practices in Mexico: In the Music Department, The Politics and Poetics of Music and Dance in Mexico incorporates many genres (e.g. rock, corridos, opera, norteño and draws on her long-term research on twentieth-century nationalism and tourism (including experiences playing violin in Michoacán in a Purhépecha ensemble for the Viejitos Dance). She organized the guest teaching of master son jarocho musician Jorge Mijangos, and is seeking to establish a permanent UCSB Son Jarocho Ensemble with the convivial atmosphere of a fandango (spare jaranas willingly received!). In the Theater Department her course is titled Theater & Performance in Mexico: embodying, resisting and subverting stereotypes, focusing on gender, sexuality, and power relations. Through performance practice, students study works ranging from the radical plays of seventeenth-century nun Sor Juana to the explosive cabaret-performance art of Astrid Hadad and Jesusa Rodríguez.

This year, Professor Hellier-Tinoco facilitated two visits to the UCSB campus of renowned Mexican experimental theater director, Juliana Faesler (artistic director of La Máquina de Teatro, with Clarissa Malheiro). The provocative projects of La Máquina are the focus of Dr. Hellier-Tinoco’s (just completed) second monograph, titled: Palimpsest Bodies as Performance: Creativity and Postmemory in Contemporary [Mexican] Theatre. Other recent research publications include: Embodying Mexico: Tourism, Nationalism, and Performance; Women Singers in Global Contexts: Music, Biography, Identity; the Mexico entries in The Cambridge Encyclopedia of Stage Actors and Acting; “Re-Moving Bodies in the USA/Mexico drug/border/terror/cold wars,” (in Choreographies of 21st Century Wars); and “Corpo/Reality, Voyeurs and the Responsibility of Seeing: Night of the Dead on the island of Janitzio, Mexico.”

In Fall 2014, Dr. Hellier-Tinoco was appointed Editor of the bilingual, binational, and multidisciplinary journal Mexican Studies/Estudios Mexicanos (UC Press), taking over from UCI Professor of History, Jaime Rodríguez. Marking the character of transnational cooperation, the journal encompasses three boards: UC, UNAM (Mexico) and Advisory (scholars from over ten countries). Dr. Hellier-Tinoco established the Editorial Office at UCSB (with significant institutional support from EVC Marshall and Dean Majewski), and has engaged graduate and undergraduate students in the scholarly publication processes. Since 2014 she has curated seven journal issues, comprising almost forty articles (msem.ucpress.edu).

As an indication of Dr. Hellier-Tinoco’s multidisciplinary approach to research, teaching, and service, her unconventional journeys through thirty years of professional careers provide her with vital expertise for her role at UCSB. She began her life in arts with a prestigious scholarship to study piano and violin when she was 11 at one of Britain’s premier music conservatories (the Guildhall School). From 1983 onward her careers have encompassed positions as: actor-performer-musician-singer-creator, community arts facilitator, teacher of drama-in-education and music, youth choir and orchestra director, founder-director of Inter-Act Theatre Workshop, and university professor of contemporary performance and applied theatre. At UCSB, connecting back to her earliest community music-making experiences, Dr. Hellier-Tinoco is delighted to be faculty advisor for the student organization Music Connection, comprised of UCSB undergrad student musicians (from a wide variety of majors), who perform each week in local community venues, from senior homes to homeless shelters. Dr. Hellier-Tinoco says that she is inspired by these and all the students that she has been fortunate to teach and mentor at UCSB, particularly in relation so their willingness to approach challenging situations with openness, rigor, and immense creativity.