Alicia Escalante, who led the fight for justice and dignity in the turbulent 1960s, has donated her papers to UCSB.

Alicia Escalante was an unlikely hero. A poor single mother of five, she became one of the leading activists of the Chicano Movement in the 1960s. She founded the East Los Angeles Welfare Rights Organization (ELAWRO) in 1967 and participated in some of the most important Civil Rights struggles of the decade.

Now Escalante has donated her papers to the California Ethnic and Multicultural Archives (CEMA) at the UCSB Library. She was feted at an event, “Honoring a Chicana Activist Dignity Warrior: The Life and Work of Alicia Escalante,” April 14 in the library’s Pacific View Room. Escalante spoke, as well as her son Alex Escalante, and Rosie Bermudez, a Ph.D. candidate in the Department of Chicana/o Studies.

“Alicia was astute to understand the importance of working across different organizations to create partnerships and create powerful alliances that it would take to move this big stone wheel,” said CEMA director Salvador Güereña, who noted Escalante collaborated with leaders from groups such as the Brown Berets, Católicos por La Raza and Comisión Femenil Mexicana Nacional. “People like her knew how important it was to create that positive social change that would be so difficult to do without partnering with other organizations and other leaders.”

Born in El Paso, Texas, in 1933, Escalante settled in Los Angeles by the mid-1940s to be with her mother. Later, as a young woman she found herself trying to support five children alone and on welfare. What made her plight worse, she has said, was a punitive system that offered neither respect nor dignity to people of color.

Escalante decided to fight back. She threw herself into the Chicano Movement and, through her Chicana rights group, helped poor women with community informational meetings about their rights and direct advocacy. She was involved in multiple social and economic justice causes, including police brutality and the Vietnam War. She was jailed in 1968 for protesting the firing of teacher Sal Castro, who supported walk-outs by students in East LA.

Güereña said that although Escalante isn’t as well known as ‘60s activists such as Dolores Huerta or Gloria Steinem, she earned a place in history for her unflagging activism over more than a dozen years.

(Continued on page 6)
After a short hiatus due to a medical leave of absence, I am back at work tackling diversity issues which given the political climate we are now living in keeps Director Ricardo Alcaino (Office of Equal Opportunity and Discrimination Prevention) busier than ever. The pace of our diversity workshops has increased and the invitations from departments on campus have doubled or indeed tripled! Ricardo and I now include a third member in our workshops team, Lia Cabello (EEO/AA, Diversity and Inclusion Analyst). Lia is a specialist in the implementation of the new UC Recruits Program that is now in use for the hiring at all of our UC campuses. Given the amount of information we need to convey, we have also expanded our workshops from one hour to 90-minute sessions. We thank the faculty and staff that invite us to their departments to discuss issues of diversity and inclusion. If you are interested in having Ricardo, Lia and I present a workshop please call our office at extension -5114 or email us at arica.reinhardt@evc.ucsb.edu for scheduling a diversity workshop at a convenient time. We will be very happy to provide these workshops to faculty and staff, and interested graduate students.

It has been two years since UCSB was officially designated as a Hispanic Serving Institution (HSI) and during this short period of time I am delighted to inform you that we have received very positive feedback both nationally and UC system wide. UCSB is serving as a role model for the nation’s top tier research universities. Some of our other members of the Association of American Universities (AAU) sister campuses are also very much interested in becoming HSI designated institutions. UC Irvine has achieved the 25% undergraduate Hispanic Latina/o enrollment needed for designation and is ready to officially become an HSI.

UCSB also has been successful in securing HSI grants. Barbara Walker, Director of Diversity Initiatives from the Office of the Vice Chancellor for Research, received a major $2.6 million dollar grant from the Department of Education. Please see page 21 of this newsletter for an overview of all the grants UCSB has received so far. The HSI grants are for the improvement of teaching, research, and learning at UCSB. I am pleased to say that these grants benefit all of our students.

Our UC campuses have been experiencing increased incidents of racial, gender, and religious hostility. UCSB has been very proactive in conducting workshops, campus community gatherings, cultural events, and has been successful at keeping these hostile acts at a minimum. I thank Vice Chancellor of Student Affairs, Margaret Klawunn, Katya Armstead, Associate Dean for Student Life and Activities, Zaveeni Khan-Marcus, Director of the MultiCultural Center, and their numerous committed staff members who have been working diligently with our wonderful students to fend off hostile acts. I would like to remind everybody that we are very fortunate to work, learn, and play at one of the most beautiful places in the world. Let us continue to keep our stunningly gorgeous campus full of love and friendship for all.
Diversity has long been a defining principle of UC Santa Barbara, where we strive to create an environment that is conducive to the development of each individual’s highest potential. Over the past several months, we have encountered at a national level values contrary to those held dear by the University of California. In response, our institution has joined UC President Napolitano, all of the UC Chancellors, and the Association of American Universities in signing various letters upholding our campus’s and our country’s history of embracing people of all backgrounds and nationalities. I would like to take this opportunity to further reaffirm our commitment to promoting excellence through diversity and inclusion, which complement and enhance our core missions of public service, teaching, and research.

With that in mind, I am excited to share with you that UC Santa Barbara received a record 98,612 applications – 81,818 freshmen and 16,794 transfers – for fall 2017 undergraduate admission. Of the 25,879 future freshmen to whom we have extended admission, 53% are members of a racial or ethnic minority group, with 23% African American, Native American/American Indian, or Chicana/o and Latina/o. Based on recent historical data, we expect about a third of our enrolled freshman class to be underrepresented minority students. Many of our prospective freshmen, 30%, will be the first in their families to attend a four- year college, and they have worked tremendously hard to get here – proudly achieving an average 4.25 GPA.

Throughout the month of March, my wife, Dilling, and I were able to meet some of these phenomenal students and their families, including many of our admitted freshmen who are underrepresented minorities, at our annual regional receptions throughout the state, as well as in Washington, D.C, and New York. We joined an inspired team of faculty, staff, alumni, student, and administrative volunteers to share with our future Gauchos the excellent opportunities for academic, personal, and professional development here at UC Santa Barbara.

Such progress is not only reserved for our students, but is a hallmark of our academic community. As we look toward the close of another academic year and prepare for the arrival of the Class of 2021, let us continue to further strengthen our university as a vibrant place that is open, inclusive, and welcoming to all.

Chancellor Henry T. Yang
During the past year, UC Santa Barbara has continued to develop programs to support students from underrepresented minority groups and low-income families. The New York Times recently published its third annual College Access Index, a ranking of colleges according to their graduation rates and commitment to economic diversity. The University of California has six campuses in the top ten, and five in the top five; UC Santa Barbara moved from third to second in this ranking. For more details on the methodology, see this article. For an analysis of the impact of declining state support for public education, see David Leonhardt’s column, “The Assault on Colleges — and the American Dream”: here.

The Index measures both student success and accessibility and affordability. We continue to recruit a diverse student body: 40% of our new freshman class are first-generation college students, and 30% come from under-represented minorities. We also are increasing our percentage of transfer students this year to achieve the 2:1 freshman: transfer ratio anticipated in the California Master Plan. It is especially important that we give our students the support they need to be successful once they are here.

Over the past three years, thanks to a special allocation from the UC Office of the President and the Title V grant we received from the U.S. Department of Education after we were designated an Hispanic Serving Institution, we have developed and expanded programs and curricula to support underrepresented minorities and low-income students. Our efforts have included our Student Transfer Center, enhanced advising, mentoring and tutoring programs, and special summer programs. This year our campus benefited from a special allocation from the State Legislature intended to support under-represented minority and low-income students, many of whom are enrolled in high schools known as Local Control Funding Formula (LCFF+) schools.

This funding allowed us to increase access, expand educational opportunities, and build upon a variety of initiatives to support the academic success of our students.

Many colleagues from Undergraduate Education, the Office of Education Partnerships and Early Academic Outreach Program, the Educational Opportunity Program, Admissions, and the Executive Vice Chancellor’s Office designed a comprehensive approach that addressed the arc of educational stages that LCFF+ students experience, spanning middle and high school outreach; admissions and recruitment; summer and first year college experiences; and new curricula. We aimed to increase enrollment of LCFF+ students, improve the academic performance and increase the first year retention rate of LCFF+ students, and develop new analytic tools.

The number of students admitted from LCFF+ schools increased by 6%, and the number of accepted offers increased by 15%. Our Campus Learning Assistance Programs (CLAS) office expanded a successful cohort-based supplemental instruction model for introductory Chemistry courses. It offered new weekend writing tutoring sessions, and a program to increase retention rates placed over 50 students with a mentoring and tutoring team. Seven new peer tutors were hired in our HSI grant-funded “Opening New Doors to Accelerating Success” Student Center to provide support for courses that enroll high percentages of students from targeted schools. Between November and May, students visited the Center, located in Kerr Hall, more than 800 times for drop-in tutoring. Our Transfer Student Center, located in the Library, had over 3000 student visits from the beginning of the school year through April.

Curricular innovation is central to our approach. The Transfer Summer Start Bridge Program for EOP-eligible students will include Economics and Statistics for the first time. New interdisciplinary, team-taught courses called Discovery Seminars introduce students to the disciplinary methods and approaches of the research university. Examples include a course on gene manipulation and a course on justice taught by teams of faculty from Biology, English, Writing, and Sociology. These courses help students develop critical thinking, analytic, writing, and communication skills, while increasing intellectual confidence and familiarity with research methods.

We are building long-term relationships with high schools that will result in an effective pipeline, and we are learning from pilot projects and designing new academic support and curricular programs. We hope to build on these efforts as we pursue our twin goals of excellence and diversity as a public research university.
At one time or another, all of us encounter a situation where we wish we could have responded or acted differently than we did, especially when we encounter incidents of bias or oppression against us or others. One such opportunity presented itself recently to our very own, EEO/AA, Diversity & Inclusion Analyst, Lia Cabello, of the Equal Opportunity & Discrimination Prevention (EODP) Office.

Lia was having a very relaxing and excellent dining experience at a casual restaurant with her husband. They were enjoying their drinks and a friendly conversation with a group of male business travelers who were sitting at the table next to them. They exchanged greetings, some small talk and pleasantries to get to know each other and pass the time while waiting for their food on what was a very beautiful day.

At that moment, two women walked into the restaurant, who caught the attention of several of the patrons. The women were well coiffed and dressed, and in stunning shape. It seemed to Lia the women were a couple, because the women were holding hands and appeared to be romantic with each other.

After the couple walked by Lia’s table toward their seat, the group of males at the table next to her began to make comments to each other about the “lesbian” couple. The comments were sarcastic and mean spirited. As one of the women passed by their tables again, presumably on her way to the restroom, the men once again began to make comments, which could clearly be heard by Lia, as their tables were close.

Lia was very bothered by the behavior of these men, who seemed so nice just a few moments prior. Their behavior was not only prejudicial and punitive, but also marginalizing and dismissive toward two people who were out to enjoy a great evening in the same manner the men were enjoying.

As one of the women walked by Lia’s table again, Lia called out to her by saying, “excuse me” a few times until she got her attention. The woman seemed a bit surprised, and a bit apprehensive as to what Lia was going to say to her. Then Lia told her, “I hope you don’t mind me saying this, but both of you look stunning, and you make a great couple.” The woman gave a big smile, relaxed her body, and thanked Lia for the compliment.

The men at the next table, as well as many of the other patrons, also heard Lia’s compliment. The men then ceased their comments, and Lia heard one of the men comment to his friends, “I think she heard us talking.”

Without arguing with anyone or lecturing the men at the next table, Lia demonstrated a fantastic example of how to interrupt bias, and change the dynamic of the men at the next table. She simultaneously also provided support and an ally to the women, who likely have faced such ridicule before. Because Lia’s interruption was a public act, it helped to normalize their lifestyle, while also providing an example for others to replicate when faced with such public acts of bias or microaggression.

I am very proud of Lia for taking advantage of a situation to not only help our culture embrace pluralism, but also to create a safe space for too often marginalized members of our community.
“That’s an important part of our goal: to recognize her as an unsung hero and her achievements in founding the East Los Angeles Welfare Rights Organization,” Güereña said. “She was willing to put her life on the line. It just reminds us of what it takes to make a movement go forward and create positive social change. And it doesn’t come cheap.”

CEMA, a division of the UCSB Library’s Special Research Collections, is an archival program that advances scholarship in ethnic studies by preserving and making accessible primary research materials by and about the state’s major ethnic groups.

Rosie Bermudez, a doctoral candidate in the department of Chicana/o Studies has dedicated the past ten years of her research to Escalante and the ELAWRO. She served a pivotal role in the facilitation of the deposit of the Escalante papers and the organizing of the welcome reception this past April 14th. She is currently writing her dissertation titled Doing Dignity Work: Alicia Escalante and the East Los Angeles Welfare Rights Organization, 1967-1974.

Fernando Bryce’s public lecture, “Drawing Twentieth-Century History: The World in Flames” took place on Friday, April 7th, 2017 as part of the yearlong new interdisciplinary graduate workshop “Theoretical Perspectives on War, Political Violence, Nationalism and the State” (History 291) in the History Department. After the formal talk and a coffee break, Bryce stayed to further discuss his work with students registered in the workshop and other interested students and faculty.

The event was co-sponsored by the History Department, the Departments of Film and Media Studies, Spanish and Portuguese, History of Art and Architecture, the Program in Latin American and Iberian Studies, the Interdisciplinary Humanities Center, and the Office of the Associate Vice Chancellor for Diversity, Equity and Academic Policy.

Fernando Bryce’s (b. 1965 Lima) attended university in both Lima and Paris and lived for many years in Berlin. Currently, he lives and works in Lima and New York.

His ink on paper drawings systematically re-examine the ways historical events are represented in printed media.

For more information about Fernando Bryce please visit the UCSB History Department Page [here](#).
Welcome kynthia stringer-stanback, UCSB’s new Black Studies Librarian

kynthia stringer-stanback is an information activist and writer who recently joined UCSB Library as Black Studies Librarian. A seventh generation North Carolina native, stringer-stanback earned her B.A. in African & Afro-American Studies with a concentration in Literature from the University of North Carolina-Chapel Hill. A life-long Tar Heel, she returned to UNC where she earned her MSLS with a concentration in International Development. She has served as a Diversity Resident Librarian at the University of Tennessee at Knoxville and, more recently, was working in urban southern communities with underrepresented and disenfranchised citizens. Her interests include: bridging the digital divide, information literacy, and providing library services to the under-served. kynthia can be reached at atinyk@ucsb.edu

Gender-Inclusive Restroom Now at UCSB Library

UCSB Library now has a gender-inclusive restroom. Located on the first floor, Mountain Side, the multi-occupancy restroom features three stalls and a baby changing table, and is wheelchair accessible. UCSB Library’s gender-inclusive restroom is part of a campus-wide commitment to providing safe, accessible, and convenient restroom facilities for all members of our community. There are now more than 60 gender-inclusive restrooms at UCSB.

Many transgender and gender non-conforming people report feeling unwelcome or unsafe using gender-specific restrooms, where they may be the target of harassment or attack. Accessible restrooms without a designated gender also benefit the disabled and their caregivers, and parents with small children. The standard door sign for identifying a gender-inclusive restroom is a triangle within a circle.

UCSB Library is dedicated to providing a welcoming, inclusive, and safe environment for all people who visit our central location on the UCSB campus.
Award winning and best-selling author Luis Alberto Urrrea gave a well received reading, lecture and book-signing on April 24th at Campbell Hall.

Urrrea is the author of Into the Beautiful North, the UCSB Reads 2017 book selection. Called a "master storyteller with a rock and roll heart" by NPR, Urrrea uses his dual-culture life experiences to explore greater themes of love, loss and triumph.

He was a 2005 Pulitzer Prize finalist for nonfiction and is a member of the Latino Literature Hall of Fame.

Spring Events at UCSB Library

**Fri. June 2, 12:00pm to 1:30pm**
**GRADUATE STUDENT LUNCH & LEARN**

5-minute talks by graduate students—one from a STEM (Science, Technology, Engineering, and Mathematics) and one from a SHEF (Social Science, Humanities, Education, and Fine Arts) discipline. For graduate students only -- enjoy free lunch and a chance to socialize with and learn from graduate students across the campus. Co-sponsored with the Graduate Division and Graduate Student Association.

(UCSB Library, Instruction & Training Room 1312)

**Fri. June 9, 11:30am to 1:30pm**
**STUDENT STUDY BREAK**

The Library will host a free Study Break for UCSB students with chair massages, puzzles, coloring books, a stretching station, tea and healthy snacks. Co-sponsored with Health & Wellness.

(UCSB Library, Instruction & Training Room 1312)
Gevirtz School Professor Dr. Richard Duran has recently authored a chapter of a major report titled, “Promoting the Educational Success of Children and Youth Learning English: Promising Futures” for the National Academies of Sciences, Engineering, and Medicine.

The report aims to address the achievement gap between English learners (ELs)—who make up over 9% of K-12 students—and their peers, citing a lack of adequate instruction and support to these students. Underprepared early education providers and the variability across state certification requirements for teachers are contributors to ELs falling behind. The authors suggest more comprehensive and consistent administration of training and preparation work for everyone from teachers to therapists to better equip these groups for fostering success among English language learners. The committee assessed a diverse group of ELs and dual-language learners (DLLs) including those with disabilities, as well as American Indian and Alaskan Native students. Overall, the comprehensive study examines the influences on educational success of ELs and DLLs, including the cognitive benefits of learning two languages for students.

The study, sponsored by the U.S. Departments of Education and Health and Human Services, the Foundation for Child Development, the Heising-Simons Foundation, and the McKnight Foundation, outlines a further research agenda highlighting policy, proficiency and more and will have a lasting impact on the field.

Professor Durán’s research interests are centered on literacy learning, assessment, and design of interventions serving of persons from varied language and cultural backgrounds. A member of the Gevirtz School’s Department of Education, professor Durán has carried out a research program investigating learning and culture itself as socially constructed. This work has been heavily influenced by the emergence of cultural psychology as a field drawing on the work of the cultural historical or Vygotskian views of cognitive development and activity theory. His research teams have investigated classroom interaction in multilingual settings and how students’ self-awareness of their performance coupled with teacher’s formative assessments promotes student learning and engagement as a dialogic process.

In other research in collaboration with Prof. Betsy Brenner, Dr. Durán and the research team is investigating immigrant children’s and teenagers’ literacy development and engagement in community science projects in after-school learning settings with support from the UC LINKS after-school computer club network. More recently, Prof. Durán has begun research on STEM learning strategies to familiarize youths in these settings with fabrication and use of sensor based technologies to explore the physical and chemical properties of the world around them and how these technologies can be used for local everyday problem solving, while at the same time encouraging youths to pursue academic course work preparing for college and beyond.
This has been a period of significant change at the McNair Scholars Program as two longtime staff members, Assistant Director Monique Limón and Program Coordinator Micaela Morgan, left for exciting and challenging new positions. Monique was elected to the State Assembly from the 37th District, and Micaela took on the responsibilities of K-12 Programs Director in the Office of Education Partnerships. Although Monique and Micaela are certainly hard acts to follow, the program was fortunate to identify two eminently qualified professionals to join the team. The McNair Scholars Program is delighted to introduce Assistant Director Dr. Yvette Martínez-Vu and Program Coordinator Marcus Mathis.

### Yvette Martínez-Vu

**New Assistant Director, Dr. Yvette Martínez-Vu**

Yvette Martínez-Vu came on board on January 23, 2017. An interdisciplinary scholar with a wide range of interests, she received a BA in English Literature and PhD in Theater and Performance Studies, both from UCLA. Her research areas include Chicana and Latina feminist performance, devotional images and objects, and intersectionality in motherhood studies. Dr. Martínez-Vu has extensive experience working with both undergraduate and graduate students, including positions at UCLA’s Scholarship Resource Center and Undergraduate Research Center as well as serving as Graduate Mentor for the Mellon Mays Fellowship Professional Network. Recipient of various awards, including the Ford Dissertation Fellowship, IUPLR Mellon Fellowship, and a multi-year UC Cota-Robles Fellowship, Dr. Martínez-Vu is the author of several scholarly articles and a frequent presenter at academic conferences. She is also the co-founder of two activist scholar collectives, the multi-institutional Chicana M(other) work collective and the Mothers of Color in Academia de UCLA group. Dr. Martínez-Vu is uniquely qualified to help McNair Scholars navigate the complicated academic terrain and prepare for what awaits them in graduate school. When she is not working with and for students, she enjoys delving into novels and memoirs by women of color, attending live theater performances, practicing yoga (for mind and body), and spending time with her husband and 3-year-old son Emilian (Emi).

### Marcus Mathis

**Marcus Mathis**

Marcus Mathis joined the McNair Scholars Program as Program Coordinator in December 2016 after a long and varied career at UCSB. His commitment to undergraduate students is evident from the positions he has held on campus, ranging from Student Information Services Representative in the Registrar’s Office to Counselor, Cultural Center Coordinator, and Social Media/Graphic Design Lead at the Educational Opportunity Program. While at EOP, he was the coordinator of the African Diasporic Center and the Chic@n/Latin@ Cultural Resource Center. A native of Inglewood, California, Marcus received his BA from UCSB, double majoring in Art History and Black Studies and is working towards a graduate degree at UCSB’s Gevirtz Graduate School of Education. Prior to transitioning into a career in higher education, Marcus spent two years conducting research on Latin American art at the Los Angeles County Museum of Art. Marcus has a depth and breadth of knowledge about the challenges facing undergraduates from underrepresented communities and has devoted his professional life to helping students overcome these hurdles. A self-described “speculative sci fi nerd,” Marcus is an avid photographer and father of two, 13-year-old Preston and 10-year-old Amani.

Please join us in welcoming these two gifted and dedicated professionals to the McNair family.
In 2017, UCSB welcomed one of its most diverse cohorts of graduate students ever. Shawn Warner-Garcia, Assistant Director of Professional Development, breaks down the statistics for us.

At UCSB, there are a variety of gender identities represented in our student population. From the current demographic data we have collected on the incoming graduate student class, 52 percent of students identified as men and 48 percent identified as women. Starting with the Fall 2017 admissions cycle, all applicants to UCSB will have the option to choose among six gender identities listed on admissions forms: male, female, trans male, trans female, gender queer/gender non-conforming, and different identity. Additionally, all current UC students will be able to update their gender and sexual identity through the UCSB Registrar if they would like to.

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 25 percent of our new grad students identify as an underrepresented minority.

UCSB’s new graduate students are coming from 45 different countries – from China to Chile, Sweden to South Africa, Mexico to Malaysia – representing nearly every continent. In fact, roughly one-third of incoming students (247, to be exact) are coming from places outside the country.

Our U.S. students hail from 43 of the 50 states, but over half of them are California natives.

The most popular disciplines that our new graduate students chose were Environmental Science and Management, the Teacher Education Program, and Electrical and Computer Engineering. By division, the most new graduate students are in Engineering and Mathematical, Life, and Physical Sciences, followed by Education and Humanities and Fine Arts.

Excerpts reprinted with permission from Shawn Warner-Garcia, Assistant Director of Professional Development
To read the full article, click here
Chicana/o Graduate Students Awarded Important Tenure-Track Positions, and Other Honors Bestowed

Chicana/o Studies graduate student Jessica Lopez Lyman has accepted a job at the University of Minnesota in the Department of Chicano and Latino Studies. She will be a Postdoctoral Associate in fall 2017, after which she will begin a tenure-track Assistant Professor appointment in fall 2019.

Chicana/o Studies graduate student Ester Trujillo has accepted a tenure-track assistant professor position at DePaul University in the Latin American and Latino Studies Program. Ester is the first U.S. Central American scholar who will be teaching at a university in the Mid-West. Her interdisciplinary research uses Chicana/o pedagogies and practices to examine the racialized experiences of U.S. Salvadoreans.


Chicana/o Studies graduate student Magda Garcia has also been awarded the Ford Foundation Dissertation Fellowship for the academic year 17-18. Magda Garcia’s work examines the liberation philosophy that advances contemporary Chicana/o aesthetic production. The department is elated to have two highly competitive Ford Foundations in our young Chicana and Chicano Studies family.

Nicholas Centino will be joining the wonderful faculty in Chicana/o Studies as an Assistant Professor at California State University, Channel Islands. He is currently completing a Visiting Assistant Professor position in Chicana/o Studies at Loyola Marymount University. Prior to that, he spent two years as a Postdoctoral Fellow with the UCLA and UC Irvine Community Labor Project.

As a Lompoc native and UCSB alum, he’s thrilled to be returning to the Central Coast. His former advisor, Dolores Inés Casillas, said “Congratulations Nick! I am happy to see him land in such a thriving department. Our alumni and students continue to make us proud!”
Amoni Thompson is a first-year PhD student in the Feminist Studies department. As a UNCF/Mellon-Mays Fellow, she graduated Magna Cum Laude and Phi Beta Kappa from Spelman College with a BA in Comparative Women’s Studies and a minor in Creative Writing. She has served as an intern at the Southeastern Family Violence Center in her hometown of Lumberton, NC where she helped to facilitate domestic violence education/self empowerment classes for survivors of domestic and sexual violence.

Upon graduating from Spelman College, she worked as the Women and Human Rights Intern for a nonprofit organization in Atlanta, GA called Women Engaged. She assisted the executive director with research, writing, publishing, and editing articles based on current women’s/human rights issues. She also worked part-time as an afterschool educator in Atlanta’s West End Neighborhood serving primarily elementary-aged youth. Amoni currently works as a graduate mentor with the Black Student Engagement Program as part of the Black Resource Committee here at UCSB.

Her work seeks to examine the cultural representations of Black girl rappers in the U.S. South to understand how Black girls create geographies of pleasure and joy. Amoni is interested in the ways spatial politics impact how Black girls in the South use hip-hop as a tool to enact their own visions of freedom and pleasure. Using a hip-hop feminist framework, her work is interested how we can further understand what it means to be Black and southern in this post-civil rights era through the experience of Black girls.

Chloe Diamond-Lenow, PhD Candidate in Feminist Studies at UCSB, will start as Assistant Professor of Women, Gender and Sexuality Studies at the University of Minnesota Duluth Fall 2017. Diamond-Lenow will develop the department’s LGBTQ Studies Minor. Diamond-Lenow’s dissertation project, Boundary Affects: Race, Sex and Species in U.S. Militarism, analyzes the links between the racialized borders between humanity and animality within frames of heteropatriarchal nationalisms and empire in U.S. militarism during the ongoing occupation of Iraq and Afghanistan. The project focuses attention on a new object of analysis—the co-creation and changing relationships of human and animal subjectivities in the age of the “war on terror.” Diamond-Lenow has received fellowship support for her research at UCSB from The UCSB Regents’ Special Fellowship, The UCSB Feminist Studies Department, The UCSB Interdisciplinary Humanities Center, and Wesleyan University’s Human-Animal Studies Program. Diamond-Lenow has taught multiple classes at UCSB based on her research, including classes such as “Sexuality and the ‘War on Terror,’” “Feminist and Queer Theories of the Non-Human,” and “Feminist Theories: Rhizomatic Routes.” She was awarded the 2015-2016 Graduate Student Excellence in Teaching Award from the UCSB Graduate Student Association.

She has also won multiple awards at UCSB in recognition of her work to support queer students on campus—most recently the 2015-2016 Resource Center for Sexual and Gender Diversity’s Outstanding LGBTQ Graduate Student Mentor Award. Diamond-Lenow will bring her research and pedagogy in feminist studies, queer studies, critical animal studies, and security studies to her new position at UMD.


The Woodrow Wilson Foundation selects approximately 10 students per year for its $5,000 fellowship in Women’s Studies. The Mellon/ACLS Dissertation Completion Fellowship is a national competition that ACLS awards 65 fellowships of up to $38,000. Both fellowships help advance graduate students in the humanities and related social sciences in the last year of PhD dissertation writing.

Ms. Hanna also received an honorable mention in the 2017 Ford Foundation Dissertation Fellowship and Western Association of
Women Historians’ Founders Dissertation Fellowship competitions. From 2013 to 2015, Ms. Hanna was one of 28 scholars-activists awarded the Davis-Putter Scholarship. In 2016, she was honored with the Esther Ngan-Ling Chow-Mareyjoyce Green Dissertation Award, presented to one scholar nation-wide from the Sociologists for Women in Society.

Ms. Hanna has been fiercely dedicated to building healing spaces for women and TGNC people of color at UCSB, as co-founder of the Women of Color Circle, planning member of the 2016 Womxn of Color Conference, and member of WORD (Women of Color Revolutionary Dialogues). She thanks these communities, especially her advisor and dissertation chair Grace Chang, and her committee members Diane Fujino, Robin D. G. Kelley, and Eileen Boris for supporting her and her development as a scholar.

Sandibel Borges dissertation, “Queer Migrations: LGBTQ Migrant Latinx Women Re-Creating Home(s)” is an oral history project of LGBTQ migrant Latinx women in Los Angeles and Mexico City, documenting the systemic violence they face and their processes of creating, re-creating, and maintaining home(s) of survival.

After entering the M.A./Ph.D. Program in Feminist Studies at UC Santa Barbara as one of three members of the first cohort of graduate students, Sandibel will now graduate in summer 2017 as the first Woman of Color to receive a Ph.D. in Feminist Studies at this institution. She will then relocate to Eau Claire, Wisconsin, where she will start a tenure-track position in Women’s, Gender, and Sexuality Studies at the University of Wisconsin Eau-Claire in fall 2017.

Ms. Borges research was made possible thanks to the Esther Ngan-Ling Chow and Mareyjoyce Green Scholarship, from Sociologists for Women in Society, the National Women’s Studies Association Graduate Scholarship, as well as UC Santa Barbara’s internal grants and fellowships, including the Graduate Dean’s Advancement Fellowship, the Humanities and Social Sciences Research Grant, Feminist Studies research grants, and the Chicano Studies Institute Grant, which she was awarded twice. It was also made possible thanks to the Gender Studies Program, or PUEG, at the Universidad Nacional Autónoma de México (UNAM) in Mexico City, where she was a visiting scholar in 2014-2015. Sandibel said “I share this Ph.D. with my family, my mentors, and my friends who have been key in my journey as a scholar, researcher, and human being in academia.”
The 2016 fall quarter marked the beginning of the Resilient Love series (Resilient Love series) at UCSB. Initiated by the UCSB Division of Student Affairs, the UCSB MultiCultural Center (MCC), and Dr. George Lipsitz, UCSB Professor of Black Studies and Sociology, the Resilient Love series is made up of several events each quarter over the 2016-2017 academic year. Dr. Margaret Klawunn, Resilient Love series co-initiator and Vice Chancellor of Student Affairs, contends that the intention of this series is to create a "different narrative" for UCSB by facing up to “difficult, contentious and divisive issues” that unfavorably impact our campus. The goal of this work is not to tell people what to think or how to feel about these issues. Rather, it is to engage in dialogue so that we may learn how to envision and enact social justice projects collaboratively in accompaniment with communities most affected by racism, inequity, and violence.

Photo by Sigma Lambda Gamma Sorority Inc.

Over the last two quarters, the series has featured a range of visiting artists, activists, and scholars who honestly and openly discuss how we might collectively achieve a narrative for UCSB grounded in peace and mutual respect. Heeding the call of the Resilient Love series, undergraduate student groups have organized public events to figure out how best to carry forward the tools that our campus guests have presented to us. A panel organized by Sigma Lambda Gamma Sorority Inc. deserves mention. At the beginning of the fall 2016 quarter, poet and educator Sunni Patterson met with students enrolled in the Black Studies course 174: From Plantations to Prisons. Patterson asked students to close their eyes and imagine the world they want to live in. What resulted was a thoughtful conversation with students about how they might move forward with a "love-driven politics" to materialize this vision. With the support of the UCSB Center for Black Studies Research, the MultiCultural Center, and Community Grants, students organized the “Let’s Talk About Race” panel to speak publicly with one another about what they had discussed with Patterson. What resulted was a lively event organized and attended by several dozen undergraduate students from various campus and community organizations.

The panel consisted of undergraduate scholars, Mariyah Lewis, Paola Dela Cruz, and Ladijah Corder. Listing different harms that they have experienced, students illuminated the vexing effects of racialized austerity, unequal education, and the impacts of the prison industrial complex on Black and Brown communities, both documented and undocumented. It became clear that the hurts of racialized gendered hierarchies can create radical divisions among people that share struggles in common. Moreover, divisions can make it difficult to recognize freedom dreams that they share with each other and other communities. Aware of the social breakdowns that result from social inequalities, panel organizer Sonia Martinez followed Patterson’s advice to devise ways to center “what they stand for” in the world as opposed to focusing solely on “what they are against.” In this way, panelists spoke honestly and openly about the things that divide us, yet focused on the things that might unite us. Their dialogue drew on a broad notion of love that they receive and reciprocate with family and friends. They emphasized that their formal education from UCSB provides critical thinking tools that allow them to navigate the world with dignity in daily life. Looking to the political imaginaries of community-based organizations in racially aggrieved communities, they discussed different ways that racial and gender identities, enacted in the effort to create democratic social spaces, can contribute to the kinds of solidarity that promise to produce empowering social relations and social justice. A central theme raised throughout the night was the willingness to make the world a better place than it was when they entered it.

In a world riddled with crises caused by hate, many people contend that the only solution is to respond with a bigger hate. Looking to dominant media outlets, it becomes difficult to imagine otherwise, as political officials at every level of government present us with a vision of the world where war making and profits serve as the natural, necessary, and inevitable foundation for safety. In this world, it seems too late for love. The lessons presented to us by the Resilient Love series and students that organized Let’s Talk About Race, however, engage the vision of that Dr. Martin Luther King Jr. called “the strength to love,” the capacity to find something left to love in ourselves and others, even when the fallout of the different crises we face seem to encourage us to be unlovable. From this vantage point, the Resilient Love series teaches us that it is in fact not too late for love, and it is needed now more than ever.

Jonathan D. Gomez is a Chicano poet and Doctoral Candidate in the Department of Sociology with Emphasis in Black Studies at UCSB. Gomez currently co-facilitates with Dr. Diane Fujino the Transformative Pedagogy Project at the UCSB Center for Black Studies Research, and serves as a member of the Santa Barbara Community College, Student Equity Committee. His research and teaching speak to how
Sonia Martinez is a psychology major and a Black studies minor. Martinez is a proud member of Sigma Lambda Gamma Sorority Inc. Martinez plans to attend graduate school for an MSW, and a Psy.D/Ph.D in psychology. No matter what route she takes, art will always play a special role in her life.

The authors would like to give special thanks to our Resilient Love in a Time of Hate Series organizers and guests. Special thanks are also due to Zaveeni Khan-Marcus, Director of the UCSB MultiCultural Center, Professors George Lipsitz, Diane Fujino, and Howard Winant, and Dr. Margaret Klawunn, Vice Chancellor of Student Affairs, and Dr. Rick Benjamin, UCSB educator and poet laureate of Love and solidarity. Their diverse and multiple forms of collective scholarship, mentorship, and leadership demonstrate to us the promise of working with communities struggling for the broadest forms of social justice.

Performances, Artwork, Lectures & Films

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.

Along with the Office of the Associate Vice Chancellor for Diversity, Equity, and Academic Policy and the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance, the MCC is thrilled to present Ahilan Arulanantham as the Diversity Lecture speaker at UCSB this quarter.

From 9/11 to Now: Immigrant Rights Matter to Us All

Thursday, May 25, 2017
6:00 PM in MCC THEATER

“Ahilan Arulanantham is on the front line for civil rights in the Trump era” – Los Angeles Magazine

“Arulanantham exemplifies … excellence in the advancement of human rights” – American Immigration Lawyers Association

Reflecting on his own family history, Ahilan Arulanantham, human rights lawyer and director of the American Civil Liberties Union of Southern California, will guide us through 15 years of his career in Immigrants’ Rights Advocacy spanning the aftermath of 9/11 through the 2016 U.S. Presidential election.

Whether representing detained immigrants in New York during the Fall of 2001, defending detained refugees and Central American children, or championing those affected by the President Trump’s “Muslim Travel Ban,” Ahilan shares his experience in upholding immigrant rights for which he has been awarded a MacArthur Genius Grant.

This event is free and open to all.

For more information about available resources, support, and events, please visit: http://mcc.sa.ucsb.edu/
Attention to gender equity and sexual harassment in the academy has gained traction within the last decade. Recent statistics from the American Anthropological Association reveal that women make up around 64% of all anthropology graduate students nationwide, with 65% of anthropology PhDs awarded to females. Within archaeology, this percentage is slightly lower, at 61%, and yet the majority of tenure-track academic positions are held by men. This pattern is thought to be indicative of fewer women are tracking into academic jobs after graduate school, instead moving into the field of Cultural Resource Management. Moreover, following a 2014 study published in *PLOS One* by Kathryn Clancy and colleagues that reported high rates of sexual harassment and assault in field situations, many anthropologists have taken up the call to expand the assessment of these problematic behaviors, given that the discipline is driven by collaborative field-based research.

About a year ago, I and several UCSB archaeology graduate students began discussing these issues in the context of a graduate seminar on the *Archaeology of Gender* that I teach regularly. Several questions emerged from our seminar discussions. If the majority of female archaeologists with PhDs are tracking into Cultural Resource Management, what are their experiences there with regard to gender equity and sexual harassment? How does this compare to the academic pattern? Are women preferentially choosing jobs in Cultural Resource Management? If so, is this because of a perceived gender bias in academic hiring? Is sexual harassment more or less pervasive in CRM given the higher proportion of women and elevated level of field research in this job sector?

With these and other questions in mind, we wrote and administered two surveys to the Society for California Archaeology membership in May and August of 2016. The first survey focused on the issue of mentorship in order to gauge how students are being prepared for post-graduate careers, and whether career choices, publication strategies, and anxiety, among other factors, could be attributed to gender bias in mentorship. The second survey focused explicitly on issues of gender equity and sexual harassment & assault, asking questions not only about experiences with such behaviors, but if and how incidences are reported. Perhaps it is not surprising that many incidences of harassment and assault are unreported by our victimized colleagues, as demonstrated by our current survey results.

With regard to equity, survey demographics reveal a large wage gap between men and women in the lowest and highest income brackets. This gap may be attributable to time, in that there are more women than men entering the field than in decades past, which would account for the greater proportion of women currently earning less than 40k/year. Also, given that the 45+ age categories are dominated by men, it stands to reason that many top-paying positions that are based on seniority would be held by men as well (e.g., Full Professors, CRM Presidents/CEOs).

In the academy, we see a clear trend of more women pursuing degrees in anthropology/archaeology in comparison to men. In terms of post-graduate positions, however, there is a higher proportion of men in all positions except for post-docs and Associate Professors. The Associate Professor pattern fits the broader academic pattern of women tending to peak at this level. That said, in the private sector of Cultural Resource Management, we find the lowest paid positions to be dominated by women, including part-time and full-time field and lab technicians, field and lab supervisors, and crew chiefs. Project manager and project director positions tend to be held by men and women in equal proportions. The highest paid positions, however, are overwhelmingly dominated by men—these are the Principal Investigators, Presidents, and Owners of the companies. In the case of Principal Investigators, there are twice as many men than women in these high-paid positions.

In terms of quality of mentorship, it appears that both women and men feel similarly about the quality of the mentorship they received during their undergraduate and graduate schooling. Both males and females report that they were encouraged to: present at conferences, submit papers for publication, and co-publish with their advisor(s) at nearly identical rates. Moreover, around 80% of archaeologists who are currently working in Cultural Resource Management report that they see CRM as their career path moving forward, regardless of gender. In terms of self-reported choices for choosing a CRM-based career path, the data suggest that more women may be tracking into CRM because they simply do not want academic jobs, as opposed to being discriminated against in an academic job search biased towards male candidates. Clearly, more data are needed to clarify this broader trend.  

(Continued on page 18)
It’s clear that female members of the Society for California Archaeology are preferentially choosing CRM as their path forward, whether in the public or private sector. A comparison of women’s income in both CRM and academic sectors, however, reveals that they are not being rewarded financially for this decision. Women in CRM peak in income at $61-80k, whereas women in the Academy have more long-term earning potential. Women in CRM are also reporting higher rates of sexual harassment than their academic counterparts. Approximately 50% of the women who took the survey reported that they have experienced sexual harassment in the workplace. The broader trend then is one in which the majority of female archaeologists with PhDs are preferentially choosing jobs outside the academy where they make less money and experience elevated levels of sexual harassment than their academic counterparts. This is a troubling pattern, and we further explore the nuances within and reasons behind this trend in a series of forthcoming publications aimed at both raising a broader awareness of these issues and making a series of recommendations at both the individual and institutional levels.

The Office of the President, Academic Personnel and Programs, has launched a new diversity dedicated website for faculty and other academic personnel at:

ucop.edu/faculty-diversity

This new site brings together diversity material previously housed on the Academic Personnel and Programs website with new material and organizes the information for easy access. The new website has information on key diversity resources and initiatives, data and reports, family friendly programs and policies, current system wide and campus diversity efforts, and links to other resources. The new website is intended as a resource for faculty and other academic personnel, as well as academic administrators. It is also intended to be a dynamic space through which to share information and highlight campus and system wide diversity initiatives and programs.

To that end, Vice Provost Susan Carlson invites campuses to distribute the link to the website widely and to send proposed content regarding diversity initiatives, programs or events that they would like to see highlighted on the diversity website to Amy Lee at amyk.lee@ucop.edu.
Education Abroad Program’s Outreach Efforts to the UCSB Community
Contributed by Emily Tom-Atzberger

To ensure that all students have the opportunity to learn about the benefits of study abroad, the UCSB Education Abroad Program (EAP) partners with campus-wide organizations to reach out to diverse groups of students. In particular, EAP has closely collaborated with the Educational Opportunity Program (EOP) to encourage more first generation students to study abroad. In 2015-16, EAP/EOP received a grant from the University of California, Education Abroad Program (UCEAP) to increase outreach efforts to EOP students, specifically the Latino/a student cohort. With this funding, workshops that addressed EOP student concerns were held, a guest speaker (Ramon Rodriguez - EAP Italy 2007 alumnus) was invited to campus, and videos were produced in Spanish and English.

To better serve Spanish-speaking families, EAP has for the second year given presentations in Spanish at Spring Insight. Information was provided by EAP Regional Advisor Genesis Herrera, EAP Peer Advisor Gaby Alatorre and EAP Global Intern Kevin Santos. Topics discussed included program options, finances, academics and research/internship opportunities available while abroad. Approximately 1,000 undergraduates study abroad with EAP each year, therefore, it is vital for families to know that their students will not be alone and that there are UCEAP study centers abroad that provide assistance.

A first generation college student, Alatorre remarked the following about her own EAP experience. "Being able to study abroad was definitely an eye-opening experience for me that is not often encouraged in my [our] community. We grow up with the misconceptions that studying outside the country is expensive and not affordable and therefore not possible. Having the opportunity to embark on such an experience with UCEAP has taught me not only that studying abroad is possible but extremely affordable if you take advantage of what resources they have to offer. The study center in France made my stay in a foreign country feel like home and in turn created a safe space where I was able to increase my cultural awareness and networking skills as well as my adaptability and flexibility when encountering new situations."

In addition to the session in Spanish, EAP also provided three presentations in English and tabled during the Spring Insight event. At the table, EAP staff met with excited incoming freshmen and transfer students of all majors interested in pursuing an education abroad. With over 400 program options in 40+ countries, prospective students have many choices to consider as they continue their studies overseas. Since financing study abroad is a concern for the majority of students, many were quite pleased to learn that the overall cost of many EAP year-long programs may be less than the cost of staying at UCSB, financial aid applies, and additional scholarship opportunities are available.

Student Spotlight

Percy Gharoo, EAP Japan 2015-16
Waseda University

"By studying abroad in Japan for the 2015-16 academic year, I was able to experience things that shook my entire world. I met a lot of people who helped develop my understanding of the world outside of the United States. I was challenged on my views and that allowed me to think more critically. I can proudly say I’ve made some lifelong friendships. I ventured out of my comfort zone more than I thought I would be capable of by joining the Waseda Barbell club, teaching English to working Japanese employees, biking 300 plus kilometers from Tokyo to Nikko and back, and even going to the next prefecture to meet a friend I met online. I was able to practice a lot of Japanese in and out of the classroom especially with the Japanese friends I made from my activities. I received a scholarship that helped open a lot of doors during my stay in Japan and it has allowed me to have this wonderful experience. I don’t know if I would have the view of the world as I do now without it."

Learn more about the EAP options by visiting www.eap.ucsb.edu or South Hall 2431.
UCSB Alumni is committed to being inclusive and to serving all students, alumni, communities and groups. Our Multicultural/Diversity Committee was formed in 2013 to increase diversity in all aspects of Alumni Affairs and the Association with an emphasis on historically underrepresented populations. The committee’s goals are to bring groups and individuals to the Association Board as partners in increasing diversity in Alumni governance, programs and events.

In the five years that UCSB Alumni’s MultiCultural/Diversity Committee has been in existence, the committee has hosted and produced multicultural events including at All Gaucho Reunion as well as co-sponsoring happenings with diverse campus organizations and departments. These include cosponsoring the screening of the documentary, “Latino: The Changing Face of America,” with the UCSB Department of Chicana/o Studies, and the Carsey-Wolf Center, and hosting the annual Exceptional Women Exceptional Gauchos event in which we honor UCSB alumnae of distinction.

UCSB Alumni’s 11th Annual All Gaucho Reunion this year featured several highlights including a film screening and discussion about stress, race and the mental health of black college graduates; an Educational Opportunity Program (EOP) event featuring a speaker on the launch of the university’s EOP Program; and a networking mixer with the Asian American Pacific Islander student organizations. Other departments/offices on campus have joined our efforts to produce event at the AGR. The Center for Black Studies Research and the Vice Chancellor’s office of Student Affairs have joined EOP, the MultiCultural Center and the Black Resource Committee in making these All Gaucho Reunion diversity events a success.

The committee looks to continue this model in the future and build relationships that will allow the committee to increase the events at AGR and have content for all diverse groups. A primary goal of the committee is to provide content for all Gauchos at the AGR and to increase the engagement of diverse Gaucho alumni.
Current Extramural Funding that Support URM and Low-Income Students at UCSB

**National Science Foundation (NSF)**

**ESTEEM: Enhancing Success in Transfer Education for Engineering Majors**
Principal Investigator: Susannah Scott, Chemical Engineering
October 1, 2016 to September 20, 2021

$4,821,891

**Partnerships for Research and Education in Materials (UTEP-UCSB): Fundamental Molecular and Interfacial Design for Next Generation Photovoltaic Systems**
Principal Investigator: Craig Hawker
June 1, 2012 to May 31, 2018

$3,302,000

**National Institutes of Health (NIH)**

**Maximizing Access to Research Careers (MARC) Undergraduate Student Training in Academic Research: Bridges to Biomedical Research Careers**
Principal Investigator: Joel Rothman
June 1, 2015 to May 31, 2020

$1,224,070

**Department of Defense (DOD)**

**Office of Naval Research (ONR)**
Problem-based Initiatives for Powerful Engagement and Learning In Naval Engineering and Science (PIPELINES)
Principal Investigator: Maria Napoli
October 1, 2015 to September 30, 2018

$443,907

**Army Research Office (OAR)**, Research and Educational Program for HBCUs and MSIs
HBCU/MI, Acquisition of UV/Vis/Raman Spectroscopy and Imaging Instrumentation of Physics and Engineering Research
Principal Investigator: Andrea Young
August 8, 2016 to July 7, 2017

$499,652

**Private Foundations**

**Howard Hughes Medical Institute**
BioMentors - Enhancing Retention through Early Engagement
September 1, 2014 – August 30, 2019
Principal Investigator: Joel Rothman

$1,500,000
Post-Election Reactions of Latinx Community Members in Santa Barbara

Contributed by Adriana Sánchez, Alyssa Hufana, María D. Vázquez, Melissa L. Morgan Consoli, Andrés J. Consoli, J. Manuel Casas, Gina Vanegas, Joshua Sheltzer, Danny Meza, and Emily Unzueta

The election of Donald J. Trump as the 45th U.S. President and the current political climate have stirred up a variety of feelings for many people. There have been numerous occasions where the Trump administration has taken a strong stance on immigration such as issuing several Executive Orders related to border security and immigration enforcement, as well as travel bans from specified countries or groups of people (“Trump’s Executive Order on Immigration”, 2017). On a local level, Santa Barbara has experienced recent immigration raids within the Latinx community from Immigration and Customs Enforcement (Alegre & Writer, 2017). Perhaps you have heard from or participated in conversations about immigration and documentation status with students, staff, and faculty across campus and in the community expressing a range of emotions, such as anger, frustration, and hopelessness. You may also have had conversations of hope and excitement about change in today’s world. Moreover, many members in our Santa Barbara community have engaged in various ways of coping with the election results and their implications.

Latinx Communities

While on the presidential campaign trail, Mr. Trump made generalizations and accusations implying that all immigrants were from or entered the United States illegally through Mexico (Woody, 2017). He also ordered the immediate construction of a wall on the southern border of the United States (Executive Order, 2017) claiming that, “(Mexico is) not sending their best...They’re bringing drugs. They’re bringing crime. They’re rapists” (Washington Post Staff, 2015). It should be noted that immigrants come from all over the world and are subjected to thorough vetting and background checks. That level of scrutiny is likely to screen out most individuals with criminal records. Furthermore, immigrants are often leaving their country of origin in search of better opportunities or opportunities that they may not have access to in their own countries (Kamlani, 2013). Many Latinx communities may have felt differentially targeted by Mr. Trump’s remarks and those of some of his supporters. It is important to hear the perspective of these individuals as well as how they are psychologically dealing with such feelings and reactions.

Post-Election Resilience

Two research teams in the Counseling, Clinical, and School Psychology Program in the Gevirtz Graduate School of Education, under the leadership of faculty members Drs. Melissa L. Morgan Consoli and Andrés J. Consoli have joined forces to begin exploring and identifying the range of emotions, beliefs, and behaviors of local Latinx community members in relation to the results of the 45th presidential election and subsequent events. The project includes focus groups in Spanish and English according to the preference of participants. The focus groups consist of local Latinx community members – from community members to students and faculty. Participants are asked about their reactions, opinions, and feelings towards the election results and the new administration, as well as what they are doing to navigate the change, both individually and at the community level, and what they hope to do moving forward. Many participants are discussing worries, strengths, and actions being taken to help ease the feelings of anxiety they are experiencing. For example, community members shared experiences of not knowing who they can trust and uncertainty about whether information being shared is true or false. Despite such feelings, there is an overall sense of not letting governmental changes get them down. Many are taking precautions for extra safety in the community.

As research teams focused on the mental health and resilience of Latinx communities, we hope to better understand the current environment and its impact on the daily lives of Latinx individuals and determine what resources are most needed. We are currently forming a focus group at UCSB to identify what feelings and responses UCSB Latinx students have towards the election and ways in which they are coping with it. Our goal is to learn about the experiences of the Latinx communities and lay the groundwork for how we, as psychologists and psychologists-in-training, can provide programming, services, and resources that promote the well-being and resilience of the community. Additionally, as researchers for social justice, we are committed to working with this population and helping disseminate the knowledge, stories, and experiences of traditionally marginalized communities. We appreciate the collaboration and partnership of local non-profit organizations, such as La Casa de la Raza, and their commitment to working on helping put together forums of licensed or certified professionals and allies who can answer questions or concerns of the Latinx communities. We join them in the effort of reducing the fear that many individuals are currently feeling and in facilitating the empowerment of our Latinx population.

For more information about this project or our work in general, please contact Melissa L. Morgan Consoli, mmorgan@education.ucsb.edu or Andrés J. Consoli, aconsoli@ucsb.edu

References


Benefits and Privileges: Family Accommodations for Childbearing and Childrearing—Red Binder V1-1, Rev. 1/08 APM-760

Family accommodation policies for childbearing and childrearing responsibilities are fundamental to an equitable and productive academic environment. The University of California’s family accommodation policies and programs assist faculty and other academic appointees in balancing the needs of work and family. The following types of Family Accommodations for Childbearing and Childrearing are available:

a. Childbearing leave with or without pay
b. Parental leave without pay
c. Active Service-Modified Duties
d. Personnel Reviews
e. Stopping the clock for the care of a child

When a faculty member is aware that they will need to take a childbearing or parental leave or to participate in a period of Active Service-Modified Duties, they should provide sufficient advance notice to allow their department to make replacement teaching and other arrangements. Whenever possible, at least 45 days advance notice should be given.

A faculty member may stop the tenure clock during the probationary period to care for a newborn child up to the age of two or a child under age five newly placed for adoption or foster care. The child may be the individual’s child or that of the individual’s spouse or domestic partner. The clock may be stopped for up to one year for each event of birth or placement; provided that all time off the clock totals no more than two years in the probationary period. The faculty member is eligible to stop the clock even if the individual does not take a formal leave or have a modification of duties. Stopping the clock will not delay the timing of a merit or promotion review. However, the faculty member may request to defer a review based on time off the clock.

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

A faculty member who has 50% or more of the care of an infant or young child may request Active Service Modified Duties. The modified duties must be determined in consultation with the Department Chair and approved by the Dean. An individual other than the birth mother is eligible for up to one quarter of Active Service-Modified Duties for each birth or adoption. The birth mother is eligible for up to two quarters of Active Service-Modified Duties or up to two quarters of combined Childbearing and Active Service-Modified Duties for each birth.

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

A faculty member will not be arbitrarily disadvantaged in their promotion, advancement or compensation because they have elected to take a child-bearing or parental leave, to stop the clock, or to defer a review. Personnel reviews that are deferred due to a family accommodation as defined in APM-760 will be treated procedurally in the same manner as personnel reviews conducted at the usual intervals. The file will be evaluated without prejudice as if the work were done in the normal period of service and will be so stated in the departmental letter.
Professor Miroslava Chávez-García

As a woman of color in academia, Miroslava Chávez-García knows the value of mentorship at all stages of the educational pipeline. Indeed, as a first-generation Mexican immigrant, born to parents of impoverished and working class origins, Miroslava has benefitted from the support of generous teachers, mentors, family, and friends along the way. Seventeen years into the profession, Miroslava remains committed to “paying it back” and guiding underrepresented graduate and undergraduate students along their careers the ways she knows best: hard work, determination, and integrity. She learned these values at home and as a graduate student at UCLA, where she was mentored by George J. Sanchez and Norris Hundley in the Department of History, and as an assistant, associate, and full professor at UC Davis where she worked with colleagues in the Chicana/o Studies Department training undergraduates. Today, as the Faculty Director of Graduate Diversity Initiatives in the Graduate Division at UCSB, she continues her efforts to empower underrepresented students with the key resources and systems of support that will enable them to become successful in their academic careers and personal lives. Without the intellectual, financial, and emotional support she has received throughout her career, she believes, rather knows, she would not be where she is today.

Miroslava arrived at UCSB in 2013, and is Professor in the Department of History. She holds affiliate status in the Departments of Chicana/o Studies and Feminist Studies. She is author of States of Delinquency: Race and Science in California’s Early Juvenile Justice System (University of California Press, 2012) and Negotiating Conquest: Gender and Power in California, 1770s to 1880s (University of Arizona Press, 2004). Her forthcoming book, Migrant Longing: Letter Writing in the U.S.-Mexico Borderlands, is a history of migration, courtship, and identity as told through more than 300 personal letters exchanged among family members in the 1960s and 1970s across the U.S.-Mexico border.

During the academic year, Miroslava teaches courses on race, ethnicity, class, and gender in U.S. history with special emphasis on the experiences of Chicana and Chicano peoples as well as women of color. She has received awards and fellowships from the Center for Comparative Studies in Race and Ethnicity at Stanford University and the Ford Foundation for Diversity. Most recently, the Organization of American History (OAH) and the Committee for the Germany Residency Program awarded her the residency at the University of Tuebingen in the summer of 2016. There, in Tuebingen, Miroslava and her spouse, Ebers García, their two children, Eliana, 13, and Evan, 11, as well as her mother-in-law, Rosario Monroy, traveled around southern Germany visiting many beautiful locales, including Mainau, an island covered in vibrant flowers, as well as historic sites, including the Dachau Concentration Camp Memorial Site and Heidelberg Castle. It was an experience she and her family will never forget.

To read more about Miroslava’s many accomplishments please visit her biography page here.

Miroslava Chávez-García and Eliana García

University Of California, Santa Barbara

Diversity Forum

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