

Diversity Forum Newsletter

University Of California, Santa Barbara

THE POWER OF PRONOUNS LGBTQ IDENTITY AND PRIDE AT UC SANTA BARBARA

By Margarita Pamintuan Perko , Alumni Affairs

Words construct our identities. Throughout our lives, words frame our experiences and interactions with other human beings.

For lesbian, gay, bisexual, transgender and queer individuals at UC Santa Barbara, the use of certain pronouns can mean the difference between acknowledging or discounting a person’s identity.



Photos by Matt Perko, UC Santa Barbara Public Affairs and Communications

Recent graduate Richard Moreno `15 prefers the pronoun “they” in recognition of an identity “beyond the binary.”

“Typically, I would say I identify as a queer Latino – or, Latinx,” said Moreno, who works as a coordinator at the Resource Center for Sexual & Gender Diversity (RCSGD) at UC Santa Barbara. “Putting an X at the end of the words is relatively new. What it does is that it separates from the gender binary with O and A, especially in the Spanish language, which connotes the masculine or the feminine. But using the X – it connotes the gender-neutral way of saying certain terms.”

PROGRESS AND CHALLENGES AT UCSB

Moreno, who works with RCSGD Director Dave Whitman on events and outreach initiatives, says students frequently struggle with the impact of being openly queer or trans-identified – even on a campus like UC Santa Barbara, which has a great reputation for LGBTQ student opportunities.

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A MESSAGE FROM THE CHANCELLOR



Henry T. Yang
Chancellor

Welcome to the 2016-17 academic year! Fall quarter is the wonderful time of year when I have the exciting opportunity to get acquainted with our new students and reconnect with our returning students. With this annual evolution of our brilliant and diverse student body, we are able to benefit from fresh perspectives and a renewed dynamic energy that fuel our growth.

This year, we proudly added more than 5,000 incoming freshmen to our UC Santa Barbara family. This class reflects the academic excellence and diversity of our campus, with an average GPA of 4.02; 34% underrepresented minorities; and 40% first-generation college students. Among all 10 UC campuses, UC Santa Barbara has the highest number of American Indian freshman and the third-highest number of African American first-year students.

We are also nationally recognized for our sustained commitment to access and affordability. The most recent New York Times College Access Index ranked UC Santa Barbara No. 3 among the nation's top colleges doing the most for low-income students, based on the share of students who receive Pell grants; graduation rate; and tuition cost.

In addition, in its 2016 College Guide, Washington Monthly identified UC Santa Barbara as one of the Top 20 "Best Bang for the Buck" schools in the West, highlighting our dedication to making marketable degrees accessible to lower-income students.

Such successes begin with incremental and persistent change. Working together with our students, my office, our vice chancellors, deans, department chairs, faculty, and staff are committed to fostering a campus climate that is more culturally sensitive and caring. Over the course of last year, my administrative colleagues and I met with several student groups – including the Black Student Union, American Indian Collective, VOCEROS (Voices of the Community En Resistencia Organizing Solidarity), and many others – and have made progress on many important issues. We deeply appreciate how passionately our students are advocating for a more inclusive and diverse campus community, and we look forward to the continued progress we can make together.

I want to thank our entire campus community for inspiring our efforts on diversity and inclusion. Through the partnership of our students, staff, faculty, alumni, and friends, together we will make great strides in the upcoming year.

Sincerely,
Henry Yang

MESSAGE FROM THE EXECUTIVE VICE CHANCELLOR



David Marshall
Executive Vice Chancellor

We are in the third year of an ambitious faculty renewal plan. Decisions about undergraduate enrollment growth made in Oakland and Sacramento have compelled UC Santa Barbara to increase its enrollments more quickly than anticipated, following a period in which the number of permanent faculty declined. Despite continued funding challenges, we will pursue an ambitious recruitment program to keep up with retirements and separations and to catch up with enrollment growth. This ongoing recruitment and renewal effort presents new opportunities to pursue our twin goals of excellence and diversity, and our departments have responded to these opportunities.

The 2015-2016 recruitment cycle was remarkably successful, exceeding our expectations. We began the 2016-2017 academic year with 66 new appointments (some of which resulted from recruitments begun in the previous recruitment cycle). It is a sign of UCSB's stature and the effectiveness of our recruitment strategies that the vast majority of our searches concluded with the department appointing its top candidate.

Over the last two years, new ladder faculty appointments totaled 112.67 FTE, resulting in a net increase of 48.34 permanent faculty FTE when balanced against about 64 retirements and separations. This is the first time since 2008 and the subsequent UC budget reductions that we expect to surpass the total number of permanent faculty FTE that we had before the recession. .

In the last hiring cycle, 47% of new faculty were female, and 53% were minority. (49% of the minority faculty were female and 51% were male.) In addition, we appointed four new assistant professors through the President's Postdoctoral Recruitment Program, designed to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. Since 2003, over 100 former fellows received faculty appointments at University of California campuses, and UC Santa Barbara has been an active participant in this program. We have new appointments in the Department of Geography, the Department of Mathematics, the Department of Religious Studies, and the Bren School of Environmental Science and Management. The Office of the Executive Vice Chancellor provides supplementary recruitment funds for new appointments whose research, teaching, or community service will advance our commitment to diversity. In the last recruitment cycle, these supplemental funds were offered to 13 new faculty.

Many of our departments have benefited from workshops on best recruitment practices and implicit bias offered by our Office of Equal Opportunity & Discrimination Prevention. I encourage all departments to participate. I am grateful to our faculty and staff for their dedication to this important project and their ongoing efforts to advance both excellence and diversity through faculty recruitment.

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



During the month of November, our Office will present our updated Affirmative Action Plan (AAP) to our campus, which will include updated placement goals and an analysis of our progress toward a representative workforce.

Over the next few months I will meet with senior campus leaders, such our Vice Chancellors, Deans, Associate Vice Chancellors, Directors, and Managers throughout the campus to review last year's progress and our goals for the coming year. I will also discuss what steps need to be taken to continue and improve upon our progress toward a fully representative workforce relative to the proportion of qualified individuals in the available labor force.

I would also like to report that my EO/AA, Diversity, & Inclusion Analyst, Lia Cabello, and I have had the opportunity to meet with over a dozen Academic

Department Search Committee members and staff over the past few months, where we have been able to engage faculty and staff in meaningful dialogues about the challenges to creating compliant but successful recruitment process with strategies to increase the diversity of our candidate pools as well as the likelihood that our recruitments will result in excellent and diverse hires.

Finally, I am proud to report that in the past month some of our campus colleagues and I participated in the first ever, Chief Diversity Officer's Retreat hosted by the UC Office of the President in Irvine. The retreat created a space for dialogue and collaboration on diversity, equity, and inclusion efforts across the system; and furthermore, it offered an opportunity to dialogue on ways to expand resources so leaders might be able to enhance diversity strategies and practices on our respective campuses or locations. The main theme of this Retreat was discussed in the context of our Undergraduate Students, Graduate Students, Staff, and our Faculty. As such, each campus was asked to invite administrative representatives who direct and/or manages programs related to campus diversity on their respective locations regarding students, faculty, and staff.

Our campus team which was arranged at the direction of Executive Vice Chancellor, David Marshall, consisted of myself and:

Interim Dean of the Division of Social Science and Professor of Feminist Studies, Leila Rupp
Vice Chair of the Academic Senate's Committee on Diversity and Equity and Professor in the Technology Management Program, Kyle Lewis
Dean of Student Life, Katya Armistead
Manager of Employee & Labor Relations, Farfalla Borah

Additionally, Assistant Dean of the Graduate Division, Christian Villasenor, was invited to serve as a presenter on one of the many panels organized for the Retreat, as was Interim Dean, Rupp.

Our campus team will now work to build on aspects learned from our experience at this well organized and effective Retreat, to help improve our campus cultural climate for all, and to continue to help improve our campus excellence through diversity.

If you have questions, you may contact me at (805) 893-4504 or send me a message at Ricardo.alcaino@ucsb.edu.

Sincerely,
Ricardo Alcaíno

“A lot of students leave UCSB never coming out, especially the older generation,” said Whitman, who hopes to encourage more alumni engagement with the center and the students at UCSB. “For the alums coming back, I hope they can see UCSB as a LGBTQ-affirming home for them.”

Currently, the University receives a Campus Pride Index rating of 4.5 out of 5 stars in the national listing of LGBTQ-friendly colleges and universities. UCSB scores well on Gender Identity/Expression and LGBTQ Policy Inclusion – both at 4.5 stars – but still does not show data for an involved LGBTQ alumni group or LGBTQ student scholarships.

In 2014, the UC Office of the President (UCOP) sent out new regulations on the conversion of single-stall campus restrooms into gender inclusive spaces – a development embraced by departments and campus groups at UCSB.

According to Croft Yjader in UCSB’s Design & Construction Services, work is underway to install new gender neutral signage throughout summer. The project is expected to be completed by early fall. Students, staff and campus visitors can currently locate and track the gender inclusive facilities on the ucsb.edu website.

In addition, UCOP has added optional questions about gender and sexuality to the UC student application, and has offered students the opportunity to change their first name on campus records and class rosters without documentation. This summer, UCSB students will be allowed to use their preferred names on their ID Access cards and class rosters.

An ongoing challenge for Moreno and staff at the RCSGD is addressing student mental health at UCSB. “LGBTQ students are definitely more likely to develop mental health issues because of their identities and the way they navigate the university,” Moreno said.

Recent political and legislative movements on the national scene have affected the sense of well-being and inclusion for LGBTQ groups on campus. In April, a series of graffiti slogans related to the presidential election – some loaded with slurs against ethnic and gender minorities like LGBTQ groups – were written in chalk on the pavement next to the murals at North Hall. The incident prompted Vice Chancellor for Student Affairs Margaret Klawunn to issue a campus-wide message titled “Letter to Students about Civility at UCSB.”

“Thoughts and opinions will vary, but we are all Gauchos, and all Gauchos have the right to physical safety,” said Klawunn in her statement to the campus community.

“Students come to us asking why is the university allowing these events to happen,” said Moreno. “Unfortunately, all we can really do is be there as a resource for them, and advocate for them – and translate their voices and their concerns to the administration to make sure that they are doing something about it.”

BUILDING COMMUNITY

The RCSGD’s small core team of staff and student volunteers do the bulk of the advocacy and programming work serving thousands of students, staff and community members. Creating more visible LGBTQ programming, events and positive interactions for the community has been the mission of the Center since it was founded in 1999.

The center fosters connections between staff, alumni and local families through events and programs like Safe Zone workshops, the annual Rick Berry Emerging Leadership Institute, Pride Week, film screenings and the most recent LGBTQ Alumni Reception at this year’s All Gaucho Reunion.

“This is about fostering an intersectional conversation,” said Whitman. “We are not boxing people into one identity. We are considering the experiences and needs of diverse populations in the things we do – in language, in accessibility and representation.”

Housed on the third floor of the Student Resources Building, the center provides a colorful space filled with books, videos, access to computers and calendar updates on LGBTQ events. The energy at the center is one of family, with both Whitman and Moreno greeting students by name and catching up on their concerns – whether they be related to school, housing, social situations or connecting them with health education. Over 40 students are signed up for mentoring programs that connect them to undergraduate staff and alumni.

Most important to the RCSGD staff is the cultivation of a culture of respect and learning among all community members at UC Santa Barbara.

To read more of this story, please visit <http://ucsbalum.com/Coastlines/2016/summer/>

The Success Story of STEM Student Jimmy Padilla

By George Yatchisin

The afternoon I sit down to write the story of Jimmy Padilla, I Google the name of the high school he attended to get a better sense of what he's overcome to make it as a UC Santa Barbara student majoring in Environmental Sciences and working towards his Science and Mathematics Education Minor. The first hit is this hours-old headline from the *LA Times*: "17 people, including officer, exposed to pepper spray during brawl at L.A. high school."

The portrait at John C. Fremont High School in South Central LA isn't pretty: it has a 63% graduation rate, while 64% of the students are determined not proficient in math, 74% not proficient in English (both according to the California High School Exit Exam). "The windows all were barred," Padilla says, "It looks more like a prison than a school."

It wasn't just the environment that was difficult. "While we had some really great teachers," Padilla says, singling out an AP Chem teacher in particular, who sadly, is no longer teaching, "many were terrible." He tells the tale of one math teacher who "would read the paper all through class – he'd just put problems on the board for us to solve on our own."



Jimmy Padilla

"The portrait at John C. Fremont High School in South Central LA isn't pretty: it has a 63% graduation rate, while 64% of the students are determined not proficient in math, 74% not proficient in English (both according to the California High School Exit Exam)."

Not surprisingly, the transition from John C. Fremont to UC Santa Barbara was nearly impossible. "I said I wasn't going to do the party stuff – and I couldn't with a hundred dollars a quarter spending money and not such good clothes – but I still failed out anyway," Padilla recalls. "I never had to study in high school, so I wasn't prepared." In addition to poor study skills and not realizing he had to attend every class (he never did in high school and it didn't matter), the heart of his difficulties might point right back to that paper-reading math teacher; Padilla failed the same math class twice.

He returned home spring quarter not telling his mom the truth, just claiming he had to clear his head, making sure he worked to save up to re-try with summer school; even his brother got a job to loan him money. Padilla came back that summer, got good grades, and was re-admitted for the fall. Not that summer was easy – his IV apartment was furnished with only a bed and a desk, for that's all the money he had. "I lied to people that came over, telling them I hadn't completely moved in yet," he says. He survived on 7-11 hotdogs and pasta donated to the Associated Students Food Bank.

Re-enrolling allowed him to pursue his dream. "I want to teach in an underserved community – I want to help kids not be unprepared like I was." He's also driven to teach the message of Environmental Science in a big city like his home LA; "Those concerns are the least of people's worries, so they need to know about it even more," he points out, bringing up issues like the horrible water situation in Flint, Michigan.

What particularly turned him on was a CalTeach minor class, Foundations of Environmental Education, taught by Bridget Lewin. "It was so good, I wanted to *be* her," he says. "I saw how she taught and wanted to be that teacher. She helped make kids want to learn and say, 'Hey, tell me more.'"

"As I learned of some of the details of Jimmy's pathway to UCSB and becoming a participant in the CalTeach program here, I felt his story would be inspiring to others," Sue Johnson, one of Padilla's teachers in the minor, observes. "The purpose of CalTeach is to recruit and mentor talented undergraduates. I am so glad he is allowing us to share his story, after only a small amount of arm twisting, as an example of achieving in spite of the odds."

Padilla is on track to graduate spring 2017, especially now that he can only take 12 credits a quarter for he's landed a halftime job as a Community Hazardous Waste Technician for UCSB's Office of Environmental Health & Safety. That means he receives a tuition break, gets benefits, and works in the field he is also studying. It's a long way from his dark days thinking he wasn't going to make it in college. It turns out his girlfriend of three years goes to CSU Long Beach studying to teach special education students, so Padilla says, "It would be cool if we both became teachers."



OEP Students

MECHANICAL ENGINEERING GRAD STUDENT TAKES OUTREACH INTERNATIONAL

By Erica Johnson and Orly Greenwood

Marcela Areyano, a second-year Mechanical Engineering graduate student, spent a week at the Universidad Veracruzana campus Xalapa teaching 18 high school and college students how to make a solar powered battery charger. Marcela was participating in the CdeCMx program (<http://www.clubesciencia.mx/home>). This program pairs graduate students from the US with graduate students in Mexico to provide summer workshops on STEM subjects.

When Marcela learned about the opportunity, she was working with UCSB's Math, Engineering, Science Achievement program – or MESA, as it is commonly known – on their Engineering is for Women pilot program.* The program – funded by a grant from the Engineering Information Foundation and developed by the UCSB's Office of Education Partnerships and MESA center – was designed to encourage young women to pursue engineering education and career paths. She knew the hands-on project developed for the Engineering is for Women program could be easily adapted to fit the needs of CdeCMX. The students received the project well and were eager to learn and participate. For many, it was their first time they were able to actually manipulate a circuit, and they enjoyed the experience – even when one of the boards caught fire.

During the week, Marcela and other instructors held regular “science café” sessions during which students could engage them in informal conversations about their research and experiences as graduate students and engineers. At the end of the week, students expressed their gratitude for the experience: “Marcela, de verdad que fuiste una gran instructora; muy dinamica, jovial y con esas ganas de hacer algo por el mundo.” (“Marcela, you were truly a great instructor; very dynamic, jovial and with some many aspirations to do something for this world.”)

The experience included more than just a week of hands-on learning. It was also a great opportunity for all involved to build supportive relationships with diverse students and professional engineers from all parts of the US and Mexico. Marcela has stayed in contact with fellow graduate students and some of the Latina engineering faculty she met. “These were some of the best student’s I’ve ever worked with,” Marcela relates. “They didn’t need any forcing.”

Marcela’s trip was funded by CdeCMx program, the Office of Education Partnerships, and Professor Gerardo Aldana.

*Professor Gerardo Aldana of the Chicano Studies Department and Jesus Medina, a recent graduate of UCSB’s Mechanical Engineering program, developed the curriculum Marcela took to Mexico.

UCSB Reads 2017:

Into the Beautiful North

By Rebecca Metzger

Each year, UCSB Reads brings the campus and Santa Barbara communities together in a common reading experience to discuss important issues of our time. 2017 marks the UCSB Library's eleventh year of leading UCSB Reads and its first of presenting fiction.

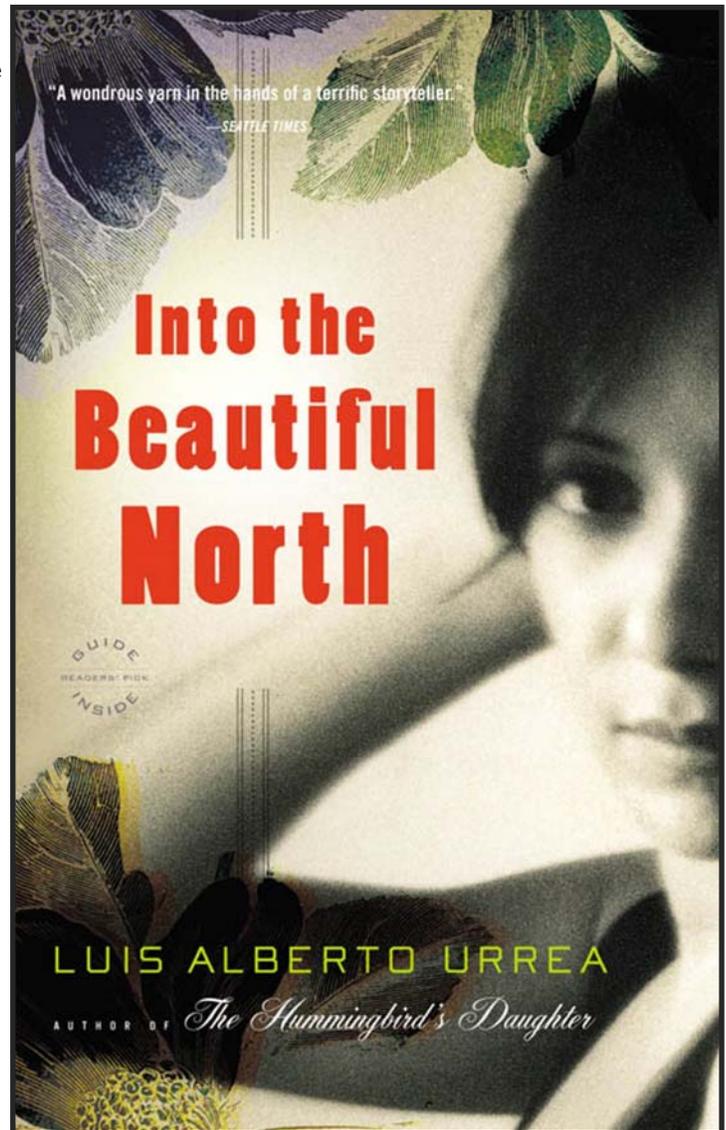
By picking *Into the Beautiful North* by Luis Urrea, the UCSB Reads Selection Advisory Committee—made up of faculty, staff, students, and community partners—recognized that fiction has a unique capacity to awaken our understanding and enhances our ability to explore complex ideas.

In the story, young Nayeli leaves rural Mexico and journeys to California and beyond in search of her father and other men to protect her village. *Into the Beautiful North* uses humor to explore issues of borders and immigration, in particular return migration.

UCSB Reads 2017 will kick off in January when the Chancellor, Executive Vice Chancellor, and University Librarian distribute free copies of the book to UCSB students in the UCSB Library. During the winter and spring quarters, UCSB Library will sponsor book discussions and other programs on campus and in the community. Urrea will deliver a free public lecture in Campbell Hall on April 24, 2017.

A finalist for the Pulitzer Prize, Urrea is the bestselling author also of *The Water Museum*, *The Devil's Highway*, *The Hummingbird's Daughter*, and *Queen of America*, among other works of poetry, fiction, and essays. His numerous honors include the Lannan Literary Award, the Pacific Rim Kiriyaama Prize, an American Book Award, the Christopher Award, and an Edgar Award. In 2000, Urrea was inducted into the Latino Literature Hall of Fame. Born in Tijuana to a Mexican father and American mother, Urrea received his undergraduate degree in writing from UC San Diego, and did his graduate studies at the University of Colorado-Boulder. He currently serves as a distinguished professor of creative writing at the University of Illinois-Chicago.

UCSB Library is looking for faculty to participate in public programs about the book and/or teach it in winter or spring quarter courses. Contact Alex Regan, Events &



LIBRARY DIVERSITY COMMITTEE

By: Mari Khasmanyán

The Library Diversity Committee is a collaboration by diverse library staff members who have been charged to work together to recognize, celebrate, and increase diversity in order to promote a more inclusive library environment. Chaired by Salvador Güereña of the library's Special Research Collections Department, the committee supports the library's goals of advancing diversity that is responsive to the increasingly diverse population of UCSB and California. This includes advising on practices, policies and programs on how to best serve researchers and the public with increasingly diverse backgrounds and on how to attract staff from underrepresented groups.

The group meets frequently and usually with guest speakers to inform their work. Speakers have included Ricardo Alcaino who discussed the topic of affirmative action, and Dr. Laura Romo and Dr. Rebecca Mireles-Rios who presented on Latino students' needs relative to UCSB's new designation as a Hispanic Serving Institution. Doctoral student Annie Hikido also visited to engage the committee in a conversation about her research involving diversity discourses at minority-majority schools.

Members of the committee attended the National Diversity in Libraries Conference and its pre-conference at UCLA in August. Topics covered included all matters related to diversity in terms of ethnicity, gender, sexual orientation, age, and disability.

The committee's current projects include organizing a commemorative event to recognize over 20 years of success of the library's Ethnic and Gender Studies Collections. The committee also is researching diversity/climate data-gathering methods and projects in preparation for a UCSB Library survey. Chairperson Güereña states, "One of our biggest challenges will be drafting a set of recommendations on how to create a more diverse and ultimately more culturally proficient workforce given our increasingly racially diverse campus."



Members of the Library Diversity Committee



Ryan Lynch

NEW LIBRARIAN: RYAN LYNCH

Ryan Lynch has been appointed UCSB Library's new Latin American/Iberian Studies Librarian and Interim Global Studies Librarian. He comes to UCSB from Knox College in Illinois, where he had served as Assistant Librarian for Instructional Services since 2013. He was previously a project archivist on Ventana al Pasado, a bilingual online resource created by the New York State Archives that documents the archival presence of Latinos in New York state. In addition to an M.S. in library and information science, Lynch has an undergraduate degree in Spanish and a graduate degree in Latin American history. He received a Fulbright-Hays Doctoral Dissertation Award to study in Brazil, and spent a year studying at the University of Barcelona, Spain. He is fluent in Spanish and Portuguese.

The Graduate Scholars Program:

Tailored Mentorship and More for Under-represented Graduate Students

By Miroslava Chavez-Garcia



Chancellor Henry T. Yang and Graduate Division Dean Carol Genetti address the reception attendees. Photo Credit: Ebers Garcia

In fall 2016, the UCSB Graduate Division admitted its most diverse incoming class ever. Indeed, one-fourth of first-year domestic graduate students are from groups not traditionally represented in the academy, including under-represented minorities, first-generation college students, students who identify as LGBTQ, females in departments with less than 15% female enrollments, veterans, disabled students, and others. The number of under-represented minority students alone increased 48% over fall 2015!

To welcome these students to campus, the Graduate Division held a reception at the Multi-Cultural Center on September 27th. Nearly 100 members of the UCSB community—faculty, staff, students, and administrators—came together to recognize the significance of the students on the campus. Chancellor Henry Yang, EVC David Marshall, Vice Chancellor of Student Affairs Margaret Klawunn, and Graduate Dean Carol Genetti all articulated the campus' deep commitment to diversity and the understanding that academic excellence is impossible to obtain in the absence of a diverse scholarly community. The presence of five of the six divisional deans further demonstrated that the campus' commitment to graduate diversity is shared by the highest level of academic leadership.

The event also functioned to inaugurate the new Graduate Scholars Program (GSP), an initiative aimed at recruiting, preparing, matriculating, and graduating underrepresented students through their graduate careers and beyond. Professor Miroslava Chávez-García of the History Department has been appointed as the new Faculty Director of Graduate Diversity Initiatives. This fall has also seen the formation of a new Graduate Dean's Advisory Board on Diversity, which provides input on the development and implementation of the GSP.

In early October, all doctoral students that identified as members of groups not traditionally represented in the academy were invited to join the GSP. As Graduate Scholars, students are connected with Graduate Division peers and other staff members who can answer questions and create social and academic networks. They also receive direct information about workshops, panels, and other resources provided by the Graduate Student Resource Center and the Center for Science and Engineering Partnerships, including offerings specifically designed for students new to graduate education and those writing fellowship applications. Every quarter, Graduate Scholars are also invited to informal gatherings with distinguished faculty, alumni, and members of the community of diverse backgrounds who come to campus to deliver lectures or performances, as well as to networking events with faculty and graduate of similar backgrounds to open lines of direct communication and promote community building. Beginning in the winter quarter, Graduate Scholars will participate in "mentoring families," groups that pair three first-year students with an advanced doctoral-student mentor. These groups will meet monthly. In addition, once per quarter pairs of mentoring groups will meet with a faculty member to broaden the conversations and create a supportive network of "layered mentoring."

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During subsequent years of their doctoral careers, Graduate Scholars will have access to a variety of resources designed to support their ongoing success. These will include: opportunities to mentor undergraduates and first-year graduate students; information on professional development and career resources; post-candidacy meetings with the Graduate Career Counselor; dissertation writing retreat(s); writing support groups; support for applications to the UCOP President's Postdoctoral Fellowship Program and Ford Foundation Fellowship Programs; a special commencement celebration; and membership in the Graduate Scholars Alumni Network. The network will allow alumni to stay connected with one another as they navigate their post-doctoral careers and to serve as role models for future Graduate Scholars.

To participate, Graduate Scholars will be required to attend at least two events per quarter offered by the Graduate Scholars Program, Graduate Student Resource Center, or Center for Science and Engineering Partnerships; participate in mentoring families; twice per year, meet with the Faculty Director for Graduate Diversity and/or the Graduate Academic Counselor. At the meetings the students will keep track of progress, plan next steps, celebrate successes, and talk through concerns. Students will also help evaluate the program so that it improves in future years. While this is currently being rolled out to doctoral students, in subsequent years Dean Genetti would like to expand this to master's students and, eventually, implement a similar program for international students.

The Graduate Division recognizes this as a significant new initiative requiring an infusion of energy and resources to ensure that UC Santa Barbara achieves its core mission. The Graduate Division appreciates the partnership of campus leadership, academic divisions and colleges, the Academic Senate, faculty, resource centers, and the many offices across campus that will be touched by this initiative.

For more information, contact Michele Johnson, Assistant Director for Diversity Initiatives, Graduate Division, Michele.Johnson@graddiv.ucsb.edu or, Miroslava Chávez-García, Faculty Director of Graduate Diversity Initiatives, mchavezgarcia@history.ucsb.edu.



Photo Credit: Ebers Garcia

Internet in Wide Open Spaces

Computer Science professor Elizabeth Belding heads up efforts to provide internet access to rural tribal communities

By Sonia Fernandez

Elizabeth Belding. Courtesy Photo



Those of us with easy access to the internet often take for granted the plethora of information at our fingertips as well as the ability to communicate — seemingly in the blink of an eye — with friends and family both near and far. For people in communities where resources and technology are harder to come by, however, these opportunities are equally limited.

Such is the case for the tribal communities of the San Diego area, where UC Santa Barbara computer science professor Elizabeth Belding, is working to bring cutting edge wireless technology to increase the number of residents who are online in the tribal communities of the San Diego County area. With \$550,000 from the National Science

Foundation (NSF), Belding and colleagues will study ways of bringing telecommunications connectivity to currently disconnected residents of the rural inland native communities.

“You need the internet for everything,” said Belding. “To apply for a job, you have to be online. If you are in a remote part of a reservation, distance learning opportunities and education are critical.”

Fueled by two NSF grants — Early-Concept Grants for Exploratory Research (EAGER) and Networking Technology and Systems (NeTS) — Belding and her collaborators at Georgia Tech, Penn State and local partner Tribal Digital Village (TDV), are working to roll out the technology and services necessary to bring online more homes, municipal buildings and businesses on 13 reservations. Some homes have internet service, but many would-be subscribers live in remote areas that are difficult to reach with current wireless technologies.

“Many residents of Native American reservations around the country don’t have internet access at all,” said Belding, who has worked with unserved populations in Africa and with refugees at camps in the Middle East to provide essential communications infrastructure and technology. “This group is at the forefront.”

Among the challenges in providing high-quality broadband service to remote communities such as these is terrain, which can be inhospitable to the conventional terrestrial telecommunications infrastructure. Another is the economics of supplying the services to a relatively small, spread out subscriber base.

“I think that when you’re talking about bringing internet connectivity to rural areas there are a lot of commonalities between otherwise disparate communities,” Belding said. “You have very geographically dispersed populations, often there are economic challenges, and because there’s no infrastructure already you don’t necessarily have the technical expertise.”

Fortunately, she noted, significant technical expertise comes from local partners at TDV, a program of the Southern California Tribal Chairmen’s Association. The group has been working for over a decade to bring internet services to the rural tribal communities of San Diego County, actively lobbying the Federal Communications Commission to open the “white spaces” — unused frequencies between TV channels — for internet service.

“When you think about TV, it covers a really wide geographic area, it has really good penetration properties through foliage and through buildings,” said Belding. These frequencies are a relatively new addition to wireless technology bandwidth in this country, but are seen as well suited to rural areas.

The project, still in its trial stages, also will collect anonymized information about user habits in an effort to determine which content would result in the best user experience for the population, especially for those who would still have limited time and opportunity to access the internet. The lessons learned from the field trial and usage study would provide the researchers with information on scalability and internet use that may be specific to this particular population or to Native American populations in general. It could also pave the way for future deployments on other reservations.

“If we’re successful with the white spaces buildout we would like to use it as a model for bringing internet to other Native American populations who are not currently online,” Belding said.

Multiple Chicana/o Studies Professors Lauded This Summer

By Gerardo Aldana

Four CHST faculty members received national or international honors this summer. Prof. Dolores Inés Casillas was honored by the American Association of Hispanics in Higher Education (AAHHE) with the 2016 Book of the Year Award. Prof. Aída Hurtado, holder of the Luis Leal Endowed Chair in the Department of Chicana and Chicano Studies, is being presented the Legacy Award by the Chicana/Latina Foundation for her dedication and contributions to the field of Education. Prof. Mario Garcia was honored with the 2016 Oral History Association Stetson Kennedy Vox Populi Award. And Prof. Francisco Lomeli has been elected to the Academia Norteamericana de la Lengua Española.



Each year, the American Association of Hispanics in Higher Education (AAHHE) adopts a book written by a Latino/a author as the Conference book. Prof. Casillas's *Sounds of belonging: U.S Spanish-language Radio and Public Advocacy* (New York University Press, 2014) was selected for this year's conference. Her book examines how immigration politics throughout the twentieth century has shaped the character and growth of U.S Spanish-language radio. At the awards ceremony, the association noted that *Sounds of Belonging* has been cited in several important media venues, including the Associated Press, Pacifica Radio, ABCNEWS.COM, and National Public Radio (NPR).

The Chicana/Latina Foundation states that Prof. Hurtado exemplifies the Foundation's objective of empowering Chicanas/Latinas through personal, educational and professional advancement. They note that they are "thrilled" to present this award to such an "inspiring, brilliant Latina educator." Prof. Hurtado writes that she is "especially moved because the award highlights my accomplishments in the field of education, which I feel is the cornerstone of my political commitment and professional work. Education has saved everyone in my family and many of my students have found their true calling by obtaining degrees."

The Oral History Association formally recognized that "Dr. Garcia's nominating materials reflect his decades-long commitment to recording, preserving, and sharing the voices of Chicano/a and Latino/a Americans whose stories have traditionally been neglected or marginalized." Prof. Garcia responds that "[r]eceiving the Stetson Kennedy Vox Populi Annual Award is particularly meaningful to me because my work in oral history/testimonios has always been connected to social justice and the award recognizes this important aspect of my work." He was further named a Distinguished Alumnus of the University of Texas at El Paso (where he received a BA and MA in History), which he notes "is especially meaningful because it comes from my school where I first began to develop as a historian and because it is a recognition of my career work in Chicano history."

Latin@/x UCSB Network Association (LUNA)

The Latin@/x UCSB Network Association (LUNA) was established in 2014 as an avenue for bringing faculty and staff together who are concerned with the advancement and welfare of Latin@/x in the postsecondary landscape. LUNA's primary mission is to provide activities and opportunities to assist with the retention, development, and promotion of Latin@/x communities at UCSB. In addition, LUNA promotes the ties with institutional, local, regional and national organizations with similar missions to

Get Involved: LUNA promotes the advancement of faculty and staff through leadership. Become a member of an active, new, and developing organization where you can contribute and leave a long-lasting legacy. Your voice and participation are essential in strengthening our community within and outside of UCSB.

Membership: LUNA's membership fee is \$15 annually (July 1-June 30), however for the first year of our membership drive purchase your membership and a custom LUNA t-shirt for \$25.

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Join by completing the online form: <https://orgsync.com/90495/forms/202157>



FACULTY FEATURE

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Dr. Vilna Bashi Treitler

Dr. Vilna Bashi Treitler is a new arrival to UCSB this year. She joins us as Professor and Chair of the Department of Black Studies at the University of California at Santa Barbara, and a Professor of Sociology. Her scholarship and art centers on the intersection of race, migration, and inequality. She serves as Vice-Chair for the United Nations Committee for the Elimination of Racism, Afrophobia and Colorism (CERAC), and is Vice-President Elect of the Eastern Sociological Society. She earned her PhD in Sociology in 1997 from the University of Wisconsin-Madison (with specializations in Demography, and the Sociology of Economic Change); a Masters of Science in Economics, also from Wisconsin; and a Masters of International Affairs from Columbia University's School of International and Public Affairs (specializing in Political and Economic Development).

Bashi Treitler is the author of *The Ethnic Project: Transforming Racial Fictions into Ethnic Factions* (2013, Stanford University Press), which argues that beliefs in racial distinctions persist – despite 100 years of evidence proving them false – because ethnic groups use their social agency to fight for a better racial status, thus reifying rather than dismantling the racial structure.

Her book, *Survival of the Knitted: Immigrant Social Networks in a Stratified World* (Stanford University Press, 2007), provides a new model of immigrant networks and shows how transnational networks shaped black migrants' socioeconomic adaptation in New York, London, Canada, and the Caribbean. *Survival* was named Finalist for the Thomas-Znanecki Book Award given by the American Sociological Association's section on International Migration.

She edited the book *Race in Transnational and Transracial Adoption* that gathers contributions from scholars from both sides of the Atlantic Ocean, and (with co-editor Prof. Manuela Boatca), *Dynamics of Inequalities in Global Perspective*, a monograph issue of *Current Sociology*. Her works in progress include a National Science Foundation-funded study on race and adoption in the U.S. and Europe, and a new book on key concepts in racial thought.

Dr. Treitler is also an artist, who works in oil on canvas and Masonite; and in pigment painted and fired on glass. She studied with master painter Sam Adoquei at the Union Square Atelier, and participated in glass painting workshops both with master painter Jonathan Cooke (at Wheaton Arts), and with J. Kenneth Leap (at Bryn Athyn's workshops on the Sacred Arts).