Dr. Daniel G. Solorzano presents the Spring 2018 Dean’s Lecture on Education, Diversity and Democracy for the Gevirtz School

By Graduate Division Staff

The second edition of The Dean’s Lecture Series on Education, Diversity and Democracy, presented by UC Santa Barbara’s Gevirtz School featured a lecture by Dr. Daniel G. Solorzano—“Using the Critical Race Tool of Racial Microaggressions to Examine Everyday Racism in Academic and Social Spaces.” The free event took place on Monday, April 23 at 6 pm in UC Santa Barbara’s MultiCultural Theater. Solorzano is a Professor of Social Science and Comparative Education in the Graduate School of Education and Information Studies at University of California, Los Angeles.

At this lecture, Solorzano used a Critical Race Theory framework and the tools of racial microaggressions to study everyday racism inside and outside of university spaces. He shared various forms of data and working models to examine racial microaggressions, exploring the trajectory of this research and the questions yet unanswered. Lastly, he engaged colleagues in a dialogue about how we can improve the university learning environments to maximize engagement, learning and discovery for our increasingly diverse communities.

The objectives of the presentation were to:

1. Help participants gain a better understanding of racial microaggressions and their impact on the campus racial climate;
2. Increase participants’ effectiveness at recognizing, interrupting, and responding to racial microaggressions; and
3. Discuss tools and strategies for developing an on-going inclusive racial campus climate.

Daniel Solorzano is a Professor of Social Science and Comparative Education at the University of California, Los Angeles. He is also the inaugural Director of the Center for Critical Race Studies at UCLA. His teaching and research interests include critical race theory in education, racial microaggressions, critical race spatial analysis, and critical race pedagogy. Solorzano has authored over 100 research articles, book chapters, and research reports on issues related to educational access and equity for

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From the Editor’s Desk

María Herrera-Sobek
Associate Vice Chancellor for Diversity, Equity, and Inclusion

The end of our 2017-2018 academic year is upon us and for many of our UCSB community members, they are no doubt looking forward to the summer months with a sigh of relief. This year, our faculty, students, staff, and administrators witnessed a series of climate disasters that, although devastating, fortunately brought our UCSB family together in the spirit of mutual assistance. Our cities, towns, and local mountains experienced first horrendous fires and, thereafter, saw biblical-type inundations in the Montecito area that not only extensively damaged and destroyed numerous homes and other property, but also took many lives.

Our UCSB campus responded with a big heart and welcomed first responders as well as displaced people from the surrounding areas. Our Recreation Center offered a space where they could come, clean up and rest; as well, our first responders were welcomed to our UCSB hotel and were housed there until the need subsided. We thank Chancellor Yang, Executive Vice Chancellor David Marshall and all other administrators, staff, faculty, and students coming to the aid of our neighbors and opening our doors with open arms and good-will. UCSB can be proud of being a good neighbor!

I want to take this opportunity to congratulate Professor Beth Schneider for successfully obtaining a major funding from the U.S. Department of Education for the UCSB McNair Scholars Program. Professor Schneider is the Director of the UCSB McNair Scholars Program. The $1.1 million, 5-year grant is supported and supplemented by the Executive Vice Chancellor, the deans of Letters and Sciences and Engineering, and the Graduate Division. The McNair Scholars Program is committed to serving a minimum of 28 low-income, first-generation and/or US underrepresented students each year who wish to undertake faculty mentored research, receive professional development training, and apply to graduate schools in their senior year. Students in all majors on the campus have been and will continue to be selected as scholars. Professor Schneider, Principal Investigator, will continue as Director, with Dr. Yvette Martinez-Vu serving as Assistant Director. Professor of Linguistics, North Hall Endowed Chair Professor Anne Charity Hudley, who is the new Director of Undergraduate Research, is serving as Co-PI.

Kudos to Barbara Endemaño Walker, Program Director and Principal Investigator, of the ONDAS grant. The ONDAS student center which stands for, Opening New Doors to Accelerating Success,” has as its stated mission: “to promote the success and retention of first-generation college students with an emphasis on the first-year transition and experience.” The Center “provides mentoring and academic support in a learning-centered for students to connect with faculty, staff, and peers so they may grow personally and excel academically.” The ONDAS student center was funded with a grant from the Department of Education.

This is the third year the Center has been functioning with great success. Congratulations Director Walker!

As always I thank our UCSB campus community who continues to make us proud in undertaking difficult work in these difficult times.
Each spring, my wife, Dilling, and I have the honor of joining a team of dedicated faculty, staff, alumni, and student volunteers to host weekend regional receptions throughout the state, as well as in Washington, D.C, and New York. These receptions provide a very special opportunity for us to reach out to prospective students and families, to talk with a broad audience about our wonderful academic community, and to recruit a freshman class that reflects the highest standards of excellence and diversity.

I am excited to note that our campus has received a record 92,288 freshman applications for Fall 2018 – an increase of 12.8% over last year – and 17,782 transfer applications. Over 30% of our freshman applicants are African American, Native American/American Indian, and Chicana/o and Latina/o students, and 34% are first-generation college students. Nearly half of our applicants have a GPA of 4.0 or higher, with a 3.90 average, up from 3.86 last year.

As we look forward to welcoming another outstanding and diverse cohort of students to UC Santa Barbara in the fall, I would like to take this opportunity to sincerely thank all of our faculty, staff, students, alumni, supporters, and friends. Day in and day out, your dedicated contributions reflect our shared commitment to fostering a vibrant, caring, and inclusive campus environment where all of us can grow and thrive.
In the Fall 2017 issue of Diversity Forum (Volume 12, Issue 1) I reported on a $500,000 award to the UC Santa Barbara Department of Economics from the UC Office of the President. Funded by a $2 million allocation from the State Legislature to support University of California efforts to diversify the faculty, the “Advancing Faculty Diversity: Piloting Best Practices on UC Campuses” project supported a departmental recruitment initiative that deployed both junior and senior positions, including endowed chairs, to attract underrepresented minority and female faculty members, consistent with our campus mission to enhance excellence and diversity. The UC funding was supplemented by special funds from both the department and the Office of the Executive Vice Chancellor.

Although our faculty recruitment season is not entirely over, we can report considerable success.

Thanks to the department’s comprehensive and strategic efforts, under the leadership of Chair Kelly Bedard, the searches attracted an outstanding pool of highly qualified applicants. New faculty recruited this year in the Department of Economics include Professor Alisa Tazhitdinova (from McMaster University), Professor Youssef Benzart (from UCLA), Professor Gonzalo Vazquez-Bare (from the University of Michigan), Professor Antony Millner (from the London School of Economics), and Professor Trevon Logan (from Ohio State).

We are especially pleased that Professor Logan will occupy the North Hall Presidential Chair in Economics, joining our first North Hall Chair, Professor Anne Charity-Hudley, who teaches in the Department of Linguistics and serves as Director of Undergraduate Research in the College of Letters and Science. The North Hall Chairs are designed to recruit distinguished scholars whose research is related to the Black world, who have a record of commitment to providing academic support to African American students, and who have a substantive engagement with issues of social equity and justice through research and collaborative partnerships with Black communities. An offer for a third North Hall Chair is currently pending in the Department of Psychological and Brain Sciences.

Funding from the Economics Department’s “Advancing Faculty Diversity” grant also helped to recruit a new faculty member working in a related field in the Department of Black Studies, Professor Terrance Wooten from Washington University in St. Louis. In addition, the Economics Department’s recruitment initiative and collaboration contributed to the successful recruitment of two environmental economists in the Bren School of Environmental Science and Management: Professor Kelsey Jack (from Tufts University) and Professor Tamma Carleton (from UC Berkeley). Finally, I note as well the appointment in the Department of Philosophy of Professor Patricio Fernandez, who has a doctorate in Philosophy and Economics from Harvard, from the University of Navarra. These additional appointments suggest that the excitement and momentum of a special recruitment initiative, as well as a demonstrated commitment to diversity and excellence in faculty recruitment, can increase the chances of success in individual recruitments, and also help generate success in a wide orbit around a particular department.

I commend Kelly Bedard, Chair of the Department of Economics, Leila Rupp, former Interim Dean of Social Sciences, and Charlie Hale, Dean of Social Sciences, for their leadership, as well as the many faculty, students, and staff who worked so hard to contribute to the success of this faculty recruitment initiative.
In February, the Presidential Policy on Discrimination, Harassment and Affirmative Action in the Workplace was provided with a “technical update only” to acknowledge the legal updates in the policy to ensure that we are in compliance. In the UC near future, the UC will review the policy again to improve understanding and to incorporate comments from the November 2016 review.

The revised policy includes the following technical changes to comply with changes to the Fair Employment and Housing Act (FEHA) and with the U. S. Department of Labor, Office of Federal Contract Compliance Programs (OFCCP).

Under the Fair Employment and Housing Act (FEHA), new requirements include:
- Employer’s Duty to Prevent and Correct Discriminatory and Harassing Conduct (2 CCR § 11023). Policy revisions are included in Section III, Policy Text, Section IV, Compliance/Responsibilities, and Section V, Required Procedures
- Definitions (2 CCR§ 11030): Modified definitions of "Gender Expression" and "Gender Identity," and added definitions of "Transgender," "Gender Transition," and "Sex," to comply with definitions in California Fair Employment and Housing Act regulations. Policy revisions are included in Section II, Definitions and Section III, Policy Text.
- Discrimination and Harassment Protections for Volunteers, Unpaid Interns, and Trainees, and Harassment Protections for Contractors (2 CCR§ 11009, 11019). Policy revisions are included in the policy title (the title name has been revised from "Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment" to "Discrimination, Harassment, and Affirmative Action in the Workplace" to encompass the new requirements), Section I, Policy Summary, and Section III, Policy Text.

Under the U. S. Department of Labor, Office of Federal Contract Compliance Programs (OFCCP) new requirements include:
- OFCCP, 41 CFR 60-1.35(c). The new Pay Transparency Rule prohibits contractors and subcontractors from discharging or otherwise discriminating against their employees and job applicants for discussing, disclosing, or inquiring about compensation. Policy revisions are included in Section III, Policy Text and are verbatim from the OFCCP’s Pay Transparency Nondiscrimination Provision.
- OFCCP, 41 CFR 60-300.2. Deleted definition of "Covered Veteran" and added definition of "Protected Veteran" to comply with the Vietnam Era Veterans Readjustment Assistance Act, as amended. Policy revisions are included in Section II, Definitions and Section III, Policy Text.

The new policy was distributed to the campus via d-list e-mail on 4/5/2018, and you can find the revised Policy published online at http://policy.ucop.edu/. You may discard previous iterations of this policy at this time.

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

Thank you,
Ricardo Alcáíno
underrepresented student populations and communities in the United States. In 2007, he received the UCLA Distinguished Teacher Award. In 2012, Solorzano was presented the American Education Research Association (AERA) Social Justice in Education Award. In 2014, he was selected as a Fellow of the American Education Research Association. In 2017, Solorzano received the inaugural Revolutionary Mentor Award from the Critical Educators for Social Justice (CESJ) within the American Educational Research Association (AERA).

The Dean’s Lecture Series on Education, Diversity and Democracy brings preeminent thought leaders, educators, public figures who stimulate us to reflect on the important role that education plays, or should play, in helping to build a democratic society that is becoming increasingly diverse. Dean Milem says, “While these topics and issues have always been important to explore, the current state of public discourse greatly amplifies the need for us all to engage in critical conversations that will enhance our understanding and create collective action.” Dean Milem himself gave the initial lecture for the series to a full house at the MCC Theater in October.

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“My interdisciplinary strengths as a scholar rest on the fact that I came out of a technologically inflected undergraduate professional education in architecture and then made a transition to the humanities and arts,” Chattopadhyay said.

Chattopadhyay specializes in the ties between colonialism and modernism and has written widely about modern architecture and urbanism, infrastructure, popular culture, art and architecture of empire, and the cultural landscape of British colonialism. Drawing from her Indian roots and interest in history, particularly of colonial India, Chattopadhyay hopes her work will encourage others to perceive their everyday landscapes differently.

“We often fail to see the obvious,” she said. “For instance, why is Calcutta so well-known for its poverty but not its incredible collection of beautiful Art Deco buildings? Why do planners and urbanists routinely ignore the creative strength of popular culture in South Asian cities?

“We should ask, why does architecture matter and to whom does it matter? Why were cities built certain ways? How do you look at the built landscape and ask new questions about power, creativity and resistance?” she added. “For me, architecture and architectural history are much more than buildings. You have to think of buildings as a confluence of social and material relations, and deeply connected with larger systems.”

Chattopadhyay is the recipient of numerous honors and awards, including Guggenheim and J. Paul Getty fellowships, a fellowship from the Swedish Collegium for Advanced Study and a Distinguished Visiting Fellowship from Queen Mary, University of London. She has received grants from the National Science Foundation and the American Institute of Indian Studies as well as the Society of Architectural Historians’ Founder’s Award.

Among the books and articles she has authored or co-authored are “City Halls and Civic Materialism: Towards a Global History of Urban Public Space” (Routledge, 2014), co-edited with UCSB architectural historian Jeremy White; “Unlearning the City: Infrastructure in a New Optical Field” (University of Minnesota Press, 2012); and “Representing Calcutta: Modernity, Nationalism, and the Colonial Uncanny” (Routledge, 2005).

Currently, Chattopadhyay is writing two new books. “A Geography of Small Spaces” focuses on the small scale to rethink empire as a global enterprise. It is a story of unexpected connections in and through small spaces: verandas, terraces, storage spaces, kitchens and bookshelves. The second, “Nature’s Infrastructure: British Empire and the Making of the Gangetic Plains, 1760-1880,” is a spatial history that examines the Ganges River system and human impact on the river, focusing on the canals, bridges, dams, towns, administrative infrastructure and political campaigns built around this river that was the heart of the British colonial empire.

Chattopadhyay’s future projects include a study of colonial landscapes and gardens in South Asia, and the Calcutta/Kolkata Co-Lab, a collaborative effort by Chattopadhyay and others to launch a web-based project of architectural documentation, historical analysis and stories about Calcutta’s buildings and cityscape.
The Graduate Division Welcomes New Additions

By Carlos M Nash

Graduate Division welcomes new additions to the Diversity Programs unit. In January, Michele Johnson took on the role of the UC Leadership Excellence through Advanced Degrees (LEADS) Systemwide Director, a role formerly performed by Christian Villaseñor who is now in the Executive Vice Chancellor's Office. Prior to accepting this new position, Johnson served for two years as the UC LEADS Systemwide Coordinator, while also working as Assistant Director of Diversity Initiatives at the UCSB Graduate Division where she oversees the mentorship portion of the Graduate Scholars Program. Johnson earned both her B.S. in Aquatic Biology and M.A. in Ecology, Evolution and Marine Biology from UC Santa Barbara, and has worked over a decade in science education and outreach.

In the upcoming year, Johnson is looking forward to building engagement with the nearly 1,000 UC LEADS alumni, and tapping into their expertise and knowledge for the benefit of current scholars and recent graduates. As a statewide program, UC LEADS is also moving forward with a rebrand that will align with the more modern University of California image and feel. Finally, Johnson is already looking ahead to the 2019 Koret UC LEADS Research and Leadership Symposium at UC Santa Cruz. This year UC Santa Barbara hosted the Symposium, where 85 UC LEADS Scholars presented their research to faculty poster judges from across the UC system, and have the opportunity to explore research and graduate school at UCSB, hear from a panel of UC LEADS alumni, and network with faculty and scholars.

In November, Dr. Carlos Nash joined the Graduate Division in a new academic coordinator appointment as Director of Graduate Diversity Programs. Nash received his B.A. and M.A. in Linguistics from Rice University and Ph.D. in Linguistics from UCSB. He was employed previously as a Lecturer at Sam Houston State University, Assistant Professor at University of Kansas, and Visiting Lecturer at UCSB. He has also worked with the Graduate Division as an evaluator for the Graduate Scholars Program and an analyst for the graduate student financial system project.

In this new position, Nash will be overseeing retention programs for students from diverse and non-traditional backgrounds. This includes the Graduate Scholars Program, in addition to other diversity programs and activities the Graduate Division is looking to implement. He will also be identifying, applying for, and administering grants from various agencies in support of students from diverse backgrounds. "A successful diversity and inclusion initiative does not end at outreach or admissions; we must be able to support students throughout their academic career," said Nash. He will be working directly with Michele Johnson and Professor Miroslava Chavez-Garcia, Faculty Director for Graduate Diversity Initiatives. Their group will work closely with Graduate Division’s Admissions, Outreach, and Diversity Initiatives unit as they transition this population of students from prospective to matriculated UCSB graduate students.

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In its second year, the Graduate Scholars Program (GSP) enrolled seventy-five graduate students in 2017–2018, an increase of 50% from last year. Designed for first- and second-year underrepresented graduate students across campus, GSP provides an integrated suite of services aimed at achieving academic, professional, and social success in their doctoral programs and beyond. Success, as we know, can mean many things and take different forms and our goal is to help students identify what it means to them in their future careers. To that end, GSP makes available a number of workshops, informal talks with visiting faculty and professionals, and graduate student panels, among other events, all focused on navigating academia while contending with issues of race, class, gender, and sexuality as well as being a first-generation student.

The heart and mind of GSP are the mentoring families. The families, or groups or pods, as we sometimes call them, consist of three-to-four scholars who are matched with an advanced doctoral student, the “Graduate Mentor,” who offers advice on a number of issues and/or, in general, makes life more bearable for the first- and second-year student. Prior to the Graduate Mentor’s assignment, the mentor receives training to ensure that they not only have the passion but also the skills for effective mentorship. Once they are assigned, the families meet monthly to talk about negotiating academic and personal challenges in the university and to share tips and strategies for surviving and thriving in graduate school. By all accounts, the mentoring families have been successful in generating the kind of support needed by the scholars. GSP scholars have commented on the strengths of their graduate mentors and their ability to bring them together, generate discussion, and provide the kind of input that they need.

GSP scholars understand the value of mentorship as well, as many work with undergraduates on campus and with members of the larger Santa Barbara community. Many too have expressed interest in joining GSP when they have advanced to candidacy, as they know the value of mentorship.

A complimentary component to the mentoring groups are Faculty Mentors. Offering their time to provide tips and tools of the trade in areas of research, teaching, and service, among other topics, Faculty Mentors make themselves available to any student looking for insights on dealing with advisors, balancing their academic and personal lives, and managing their time. We are currently looking for more Faculty Mentors who are interested and have experience in mentoring students from diverse backgrounds and interests and expect to grow our pool to make a robust profile of faculty, enabling the scholars to have a broader range of offerings.

An equally significant component of GSP are the departmental liaisons or Diversity Officers—faculty members who function as the direct link to promoting and sustaining the interests of underrepresented graduate students in their home departments and/or academic units. As allies, they recognize when students need assistance in their academic, professional, and social lives, and intervene to provide and/or identify sources and systems of support. They also take leadership in outreach, recruitment, and admissions of diverse candidates and communicate fellowship as well as research and teaching assistantships and other similar opportunities. Diversity Officers also oversee relationships with faculty mentors and reach out to the Graduate Division for support, as needed. In April and May, Nash and Chavez-Garcia will lead workshops and develop a comprehensive web resource aimed at informing and supporting Diversity Officers.
Southeast Asian Union Club
By Vanessa Luo

Many opportunities are given when the right foundation and opportunity is given, specifically to those who are disadvantaged. Therefore, the purpose of Southeast Asian Union (SEAU) Club is to promote cultural awareness of the Southeast Asian community and to provide a safe and open space for students to express themselves in. Our main goal is to host an overnight youth conference for underprivileged high school students in California. In doing so, we hope to encourage and empower Southeast Asian youths to pursue higher education and to be more aware of community problems.

SEAU Club's general meetings occur biweekly on Tuesday, 7 - 8 PM at the Asian Resource Center in the SRB. Raising awareness for Vietnamese, Cambodian, Laos, Hmong, etc. communities, the club hosts general meetings that consist of training workshops on cultural awareness, mental health, and Asian stereotypes to prepare for its annual youth conference. This year, the youth conference was held on April 22nd. Danielle Watson, member and previously Co-President of 2016-2017 says, “We’ve seen a huge growth in attendees each year. From our inception in 2015, only 20 high school students attended. Today, we have about 100 applicants and I don’t doubt that each year will be increasingly competitive.”

The youth conference is a two-day program that centers on creating a community of Southeast Asians on campus and promoting cultural and identity awareness. Each year, the club brings 20 - 30 high school students to encourage their interest in higher education and help them develop an understanding of what it means to be Southeast Asian. Along with hosting tours of the UCSB campus, the conference also features workshops on historical lessons of Southeast Asian immigration. “Workshops like this,” Danielle states, “allowed students to get a better idea of how their own family has immigrated here, placing historical context for them.” Students also partook in workshops on A-G requirements and open question panels. In addition, the conference featured a mentorship program that brought together high school students with UCSB mentors. The mentors aim to foster a relationship with the students that will allow them to have intentional conversations about their cultural backgrounds and the prospects of attending college. Throughout the duration of the conference, the mentors are there to help with any questions they may have.

“Initially when I first joined the club, I didn’t know much about the historical background of being Vietnamese. At the time, I simply wanted to get more involved with the community. Along the way, however, I was able to grow alongside members of the club. When I was able to experience the conference firsthand and see the direct impact we made on high school students, I knew that being a part of SEAU Club was for me,” says Danielle.

The conference, and club overall, allowed both high school and university students to create an intimate and personal bond with each other. This could not have been done without the help and support of Student Initiated Outreach Program (SIOP), Associated Students’ Finance and Business Committee, and the Student Commission on Racial Equality (SCORE).
Diversity and Inclusion On Campus

By Nathanial Burke

Research demonstrates that we often grow up in homogenous communities, and when we arrive to college as first time incoming students, we encounter individuals who differ from ourselves. This provides colleges and universities a tremendous opportunity to engage students in critical learning on topics of diversity, inclusion, and equity. It is our diversity that makes UCSB strong. Studies have demonstrated that students are more creative and effective, and learn better when they are educated in a diverse learning environment that is inclusive of all identities and their intersections. Data also demonstrates that a diverse campus offers opportunities for obtaining greater critical thinking skills and affective abilities. Further, the nature of our economy continues to trend toward one that is increasingly global, which means that employers actively look for individuals who can demonstrate cultural intelligence and the capability of working effectively within diverse groups.

To better prepare our students for engaging with diversity and inclusion while they are at UCSB, as well as to assist them in developing the cultural skills necessary for success in a global economy, the Dean of Students Office is excited to announce that UCSB is developing an online Diversity and Inclusion Orientation required for all incoming cohorts of undergraduate students. This orientation is anticipated to launch in Fall 2018 and is being developed in partnership with UC Santa Cruz and UC Davis.

The content for this orientation was developed collaboratively with all three UC campuses, through focus groups with numerous student communities. This brief, interactive orientation will acquaint new students with concepts ranging from power and privilege to creating a culture of respect as well as self and community care strategies. Engaging with topics of diversity, inclusion, and equity are life-long learning projects, and we are excited that this program will provide a well-researched and well-developed program that provides a starting point for many of our incoming students. Those familiar with these topics will also find opportunities for “deeper dives” that allow for more nuanced exploration of concepts and strategies.

For more information, contact Katya Armistead (katya.armistead@sa.ucsb.edu)
Talks on Tackling Microaggressions
By Mari Khasmanyan and Daisy Muralles

The Committee for Equity, Diversity and Inclusion (CEDI) works to support the UCSB Library’s value of diversity in alignment with the University of California Diversity Statement. Chaired by Latin American and Iberian Studies Librarian, Ryan Lynch, committee members worked with Margaret Driscoll, the Learning and Growth Librarian, to organize three training sessions focused on the subject of microaggressions.

The first training was a scheduled webinar titled “Managing Microaggressions in the Workplace” by Endia Sowers Paige, currently pre-law advisor and former librarian at the University of Georgia. Attendees of the webinar had an introductory review of the definition of the term, along with examples and strategies on how to recognize and prevent microaggressions in the workplace. An open discussion stemmed afterwards and allowed an opportunity for library staff of all levels to discuss their experiences with implicit bias and microaggressions in their own line of work.

After reviewing the introduction of microaggressions, the library held a second event, which invited Ahmed Alwan and Eric Garcia, librarians from California State University Northridge to hold a workshop and discuss their research on status-based microaggressions in academic libraries between librarians and faculty. Alwan and Garcia also presented real examples of microinvalidations, microassaults, and microaggressions experienced by students, librarians, and researchers.

The final session was the “Diversity and Inclusion: Campus Panel Discussion on microaggressions at UCSB.” This panel was put together to help assist UCSB Library staff understand the various services and resources offered on campus. Facilitated by Margaret Driscoll, panelists were able to share their insight and expertise on topics related to: revealing microaggressions seen and experienced on campus, comparing strategies to handling difficult situations involving microaggressions in private and public settings, and identifying individual and community impacts of microaggressions.

Panelists included:
Ricardo Alcaino and Lia Cabello (Equal Opportunity & Discrimination Prevention Office), Miles Ashlock (Office of Student Life), Han Koehle (Student Affairs), Zaveeni Khan-Marcus (Multi-Cultural Center), and Brandon Shamoun (Middle Eastern Resource Center).

Trainings provided examples and described methods of how to foster an inclusive environment when handling either intentional or unintentional microaggressions in academic libraries. CEDI will continue to provide trainings and other events that promote a culture of equity, diversity, and inclusion at the UCSB Library.
The Chicana/o Studies Department Welcomes Celia Herrera Rodriguez as a Lecturer
By Vanessa Luo

As a campus committed to the needs of Latino students, UC Santa Barbara, an official Hispanic-Serving Institution, welcomes Celia Herrera Rodriguez as a lecturer in Chicano and Chicana Studies.

Celia Herrera Rodriguez is a painter, performance and installation artist whose work reflects a full generation of dialogue with Chicano, Native American, Pre-Columbian, and Mexican thought, spirituality, and politics.

Rodriguez received her B.A. in Art & Ethnic Studies from CSU-Sacramento and a M.F.A. in Painting from the University of Illinois, Urbana-Champaign. She was a Senior Adjunct Professor in Diversity Studies at California College of the Arts, where she taught Chicana/o and Mexican Modernist Art since 2005. She also taught MeXicana/o Art History and Practice in the Chicano Studies Program at UC Berkeley from 2000-2011. She has held appointments at Stanford University, UC Santa Cruz, and the School of the Art Institute of Chicago. Her paintings, drawings, and installation work have been featured across the globe in important galleries and museums, including The Triton Museum (Santa Clara), Glass Curtain Gallery (Columbia College of Chicago), C.A.G.E. Gallery (Cincinnati) and Name Gallery (Chicago), the University of Cork (Ireland), The Centro Cultural Santo Domingo (Oaxaca, México), and the Centro Colombo Americano (Medellin, Colombia) among others. Her work is permanently housed in a number of private and public collections, including the Mexican Fine Arts Center Museum in Chicago, and the Institute of American Indian Art Museum of Santa Fe.
McNAIR SCHOLARS PROGRAM

The nationally funded McNair Scholars Program aims to identify and motivate a cohort of low-income, first generation and/or US underrepresented minorities to undertake research as undergraduate students, apply to graduate school in their senior year, and ultimately increase the numbers of these students who complete their doctoral work and take up major positions as faculty, policy makers, and community and corporate leaders.

The 2018 graduating seniors have continued our decade's long successful record of previous cohorts. Of the 13 seniors, 11 applied to graduate school and all eleven re entering MA or PhD programs in Fall 2018. They are:

Natalie Bernal, MA in Counseling Psychology, Boston College
Fernanda Castellon, PhD, Human Development and Psychology, UCLA
Rodolfo Cerda, PhD in Counseling, Career and School Psychology, UCSB
Marcia Garcia Garcia, MA in Social Work, University of Michigan
Victoria Melgarejo, PhD in Linguistics, Stanford University
Jorge Moran, PhD in Political Science, UCLA
Jeremy Neill, PhD in Environmental Sciences, UC-Merced
Francisco Olvera, PhD in English, University of Chicago
Christian Rodriguez, PhD in Physics, UC-Irvine
Sirenia Sanchez, PhD in Social Psychology, Northwestern University
Syrian Truong, MA in Physical Sciences, University of Chicago
The Diversity Lecture at the MultiCultural Center has been co-sponsored by the Associate Vice Chancellor for Diversity, Equity and Inclusion, Maria Herrera-Sobek, and the Director of the Equal Opportunity & Discrimination Prevention Office, Ricardo Alcaino, for the last 13 years. Together with the MultiCultural Center, the aim of the quarterly Diversity Lecture is to elevate discussion by leading international and national scholars that centralize the most complex questions and challenges being addressed by marginalized communities. The goal of the series is to encourage respectful discussion and dialogue while raising awareness, understanding, and sensitivity regarding matters surrounding race, diversity and social justice issues. This year, we have already had the pleasure of welcoming Cherríe Moraga, Celia Herrera Rodríguez, and Ben Carrington as Diversity Lecturers in Fall and Winter. We look forward to hosting Rinku Sen as the Spring Diversity Lecturer on May 15 at 6pm. You will find details of each presentation below.

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

Cherríe Moraga and Celia Herrera Rodríguez

November 14, 2017 / 6 PM / MCC Theater

Artivists Cherríe Moraga and Celia Herrera Rodríguez explored indigenous conceptualizations of art and literary expression from the point of view of Xicanas. The Indigenous codex was highlighted in their presentation, the medium par excellence through which word and image is artistically and beautifully rendered to communicate with the world around them and beyond. Cherríe Moraga and Celia Herrera Rodríguez are acclaimed additions to the faculty of the Department of English at UCSB, as of 2017. Upon arrival they co-launched the Las Maestras Center for Chicana and Indigenous Thought and Art Practice. Las Maestras Center’s purpose, is to help Latinxcs remember their origins through the act of art making and critical collective thought.
Forgivable Whiteness: Sports, Race and the Last of the Great White Hopes

Ben Carrington

February 8, 2018 / 6 PM / MCC Theater

Just days after Super Bowl LII, Ben Carrington argued that sport have become the preeminent public space for the performance of white heterosexual masculinity that is underpinned by supra-national discourses of family. He examined the emergence of a particular form of white American masculinity, encapsulated in the term “the Great White Hope”. The expression, the Great White Hope, reveals how, in this moment in the early twentieth century, white masculine identity was produced as a negation of blackness. Carrington contrasted the “unforgivable blackness” of the current black athlete in contrast to the “forgivable whiteness” of the white athlete, and reflected upon the elevation of the white quarterback (the last of the Great White Hopes) within American culture in the context of what Ta-Nehisi Coates has referred to as America’s First White President. Dr. Ben Carrington is Professor of Sociology and Journalism at University of Southern California’s Annenberg School for Communication and Journalism.

All in This Together: Racial Justice and Democracy in the 21st Century

Rinku Sen

May 15, 2018 / 6 PM / MCC Theater

Race relations in the United States are the most contested in half a century. Communities of color face grave threats, as do our still-young democracy, all in a context of world-changing technological revolution. This talk explored how these issues are related and what we can do to ensure a fair and sustainable nation for all. Rinku Sen is a Senior Strategist at Race Forward: The Center for Racial Justice Innovation, and contributing writer for Colorlines.
Race Matters Series
Hypervisibility and Invisibility: The Indochinese Women’s Conferences, Global Sisterhood, and Asian American Women
Judy Tzu-Chun Wu
By Vanessa Luo

In April of 1971, approximately one thousand female activists from throughout North America gathered in Vancouver and Toronto, Canada to attend the Indochinese Women’s Conferences. Women from the U.S. and Canada attended to meet a delegation of women from North and South Viet Nam as well as Laos. The Indochinese Women’s Conferences of 1971 represented the first opportunities for large numbers of North American women to have direct contact with their Asian “sisters.”

On February 13, the Multicultural Center (MCC) welcomed Dr. Judy Tzu-Chun Wu to discuss the motivations, experiences, and outcomes of the Indochinese Women’s Conferences, particularly for Asian Americans and other women of color, and the implications of these international exchanges for understanding the dynamics of global sisterhood. The talk was part of the MCC’s “Race Matters” series, in which lecturers come to UC Santa Barbara to explore topics within racial, ethnic and sexual diversity. Dr. Judy Wu is Professor and Chair of Asian American Studies at UC Irvine. After the lecture, Wu also held a short Q&A session for students.

Dr. Wu explored perspectives on the Women’s Global Peace Movement, iterating the creation of a global sisterhood and an underlying common ground amongst varying races, religions, and beliefs. During this era of the U.S. War in Viet Nam, conflicts regarding race, sexuality, and nationality emerged. To counter this, the conference served as a way to bridge the gap between North American women and international women. More often than not, Dr. Wu reminded us of the classical interpretation of the oriental women: submissive, inferior, and weak — the “Madame Butterflies” of the world. Quoting Edward Said, Wu highlighted that “The Orient was almost a European invention and had been since antiquity a place of romance, exotic beings, haunting memories and landscapes, remarkable experience”. Yet during the U.S. War in Viet Nam, the idea of orientalism quickly became an ever-changing construct.

In the midst of political upheaval, stereotypes were reconstructed as women came together to “find their own sense of politics – in the name of patriarchy, in the name of sexism”. Through travel, correspondence, and meetings, America learned to regard Asian female liberation fighters, especially from Viet Nam, as heroines and even more so, exemplars of revolutionary womanhood.
Contrary to the classical orientalist depictions of exotic, sexualized, and victimized Asian women, the personifications of women were shaped by the conferences. Wu claimed that the conferences helped “mobilize the U.S.” in a way in which “diversity and persistence of women’s peace activism” were celebrated.

As she highlighted the dichotomy between radical orientalism versus feminist orientalism, Wu urges creating a global sisterhood through the women’s conferences, drawing parallels between the “politics of rescue and the politics of revolutionary heroism”. With this in mind, the women from around the world offer the women of the West attributes of persistence and diversity.

Nonetheless, these radical portrayals tended to serve an orientalist purpose by representing a contrasting image to western women’s critiques of gender roles in North American societies. The dichotomy between the oppression that they identified in the West and the revolutionary hope that they perceived in the East helped North American women to redefine their own identities and political goals.

As an Asian-American woman, herself, Wu emphasized the enhancement and evolving perspectives of the way we view Asian American women. Her purpose for the talk is to bring to light the turning point for Asian-American feminism. Through this experience, we can create a new society – a global sisterhood.

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On March 2nd, students and faculty joined together to witness the campus opening of the Las Maestras Center. Sponsored by the Department of English and the Division of Humanities and Fine Arts, attendees were welcomed by Maestras Celia Herrera Rodríguez and Cherríe Moraga and learned the goals and hopes for the Las Maestras Center.
Tresa Pollock is the Alcoa Professor of Materials at the University of California, Santa Barbara. Pollock’s research focuses on the mechanical and environmental performance of materials in extreme environments, unique high temperature materials processing paths, ultrafast laser-material interactions, alloy design and 3-D materials characterization. Pollock graduated with a B.S. from Purdue University in 1984, and a Ph.D. from MIT in 1989. She was employed at General Electric Aircraft Engines from 1989 to 1991, where she conducted research and development on high temperature alloys for aircraft turbine engines and co-developed the single crystal alloy René N6 (now in service). Pollock was a professor in the Department of Materials Science and Engineering at Carnegie Mellon University from 1991 to 1999 and the University of Michigan from 2000 - 2010. Her recent research has focused on development of new femtosecond laser-aided 3-D tomography techniques, damage detection and modeling by resonant ultrasound spectroscopy, thermal barrier coatings systems, new intermetallic-containing cobalt-base materials, nickel base alloys for turbine engines, lightweight magnesium alloys, Heusler-based thermoelectrics and bulk nanolaminates. Professor Pollock was elected to the U.S. National Academy of Engineering in 2005, the German Academy of Sciences Leopoldina in 2015, and is a Vannevar Bush Fellow and Fellow of TMS and ASM International. She serves as Editor in Chief of the Metallurgical and Materials Transactions family of journals and was the 2005-2006 President of The Minerals, Metals and Materials Society.