



DIVERSITY FORUM

University of California, Santa Barbara

UCSB Answers the CALL for UC's Unprecedented Systemwide Campus Climate Study

This past April, UC Santa Barbara participated in the first ever UC system-wide campus climate study to obtain empirical data about attitudes, perceptions and experiences of diversity and inclusiveness on this campus. With a demonstrated history of commitment to ensuring that UCSB make every effort to reflect the rich diversity of California's population, the UCSB community of students, faculty and staff recognized the value of this innovative survey initiative and engaged with the campus climate study in significant numbers.

We stress the term "significant" because Rankin & Associates, the external survey professionals and partners with the University of California Office of the President (UCOP), charged each campus with achieving a baseline participation rate of 30% to shore up the statistical significance of the data collected from the survey findings.

To be sure, we faced challenges in rolling out the survey from the outset. As expected from a research university, healthy debate and expressions of differing viewpoints ensued. To minimize confusion and increase participation, UCSB's Campus Climate Study Local Work Team (LWT) decided to brand our campus' survey implementation program as "Answer the CALL" (an acronym for Campus Atmosphere for Living and Learning).

We're happy to announce that at the close of UCSB's two-week survey participation window, the campus was complimented on achieving an excellent response rate of 36.2%, according to Rankin & Associates and UCOP.



A student (with an LWT member) completes the survey at a CALL rally. Photo by Anna Everett.

ucop.edu/) that we encourage you to visit even now. To assist each campus, UCOP developed climate study publicity templates. Some campuses, including UCSB, customized unique publicity campaigns and messages best suited to our own campus community. Crucial in our survey implementation success were the Davidson Library staff, the Daily Nexus, the Office of Student Life, the Office of Greek Life, EOP, the Residence Halls staff, the Office of Student Affairs, the Registrar's Office,

(Continued on p.12)



Local Work Team members present at last meeting (L-R) Connie Howard, Tom Putnam, Beth Schneider, Keri Bradford, Kevin McCauley, Ozzie Espinoza, Francisco Herrera, George Foulsham, Jeff Moehlis, Tessa Mendez, Mary Jacob, and Laurel Wilder. Photo by Anna Everett.

Reaching this level of participation required the hard work and dedication of many individuals and entities on campus, and especially the coordinated efforts of our LWT. We thank all of the team members for their amazing service.

UCSB campus leadership was careful to have all constituencies and stakeholders represented in the group, including students, faculty, and staff, with sensitivity paid to the needs of UCSB's English and Spanish language speakers. To help disseminate essential details about the climate study, UCOP created an information-rich website (<http://campusclimate>).

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Anna Everett

Acting Associate Vice Chancellor for Diversity, Equity, and Academic Policy



Anna Everett

As I wrap up an eventful academic year (AY) serving as the Acting Associate Vice Chancellor for this office, I must say how much I learned and how rewarding it was serving in this role. Thinking back over AY 2012-13, I saw and was directly engaged with several major occurrences involving diversity and higher education matters at UC Santa Barbara, the UC system as a whole, and at professional diversity conferences and gatherings nationwide. Lurking in the background of most significant diversity work underway on our campus and elsewhere was the concern about the impending Supreme Court decision in the controversial anti-affirmation action case, *Fisher v. University of Texas* (hereinafter, *Fisher v Texas*). At this writing, the decision is expected any day now. Regardless of the ruling, I anticipate a significant impact from the ruling to affect the University of California system, and of course us here at UC Santa Barbara. Across the nation, many diversity professionals in higher education are preparing to respond. Our campus is no exception. Stay tuned.

In the meantime, this edition of Diversity Forum focuses a spotlight on UC Santa Barbara's participation in the UC system wide Campus Climate Study, about which you

have heard and contributed so much (see cover story). Thank you all! In addition, I will share an excerpt from my trip to Capitol Hill in Washington, DC this past April as part of the Hispanic Association of Colleges and Universities' (HACU) 18th National Capitol Forum. Representing UC Santa Barbara as an associate member of HACU, I joined the delegation for the Hill visits. My report on that indelible experience is entitled "Dr. Everett Goes to Washington (with HACU)." See the full story at our Diversity Forum Online blog (web address on page 3).

Thank you, AVC Maria Herrera-Sobek (Welcome back!), EVC Gene Lucas (Happy retirement!), Chancellor Henry T. Yang, OEOSH/TC Director Ricardo Alcaino, Managing Editor Nora Crutcher, Former Executive Assistant to Chancellor Yang Kevin McCauley (Good luck!), and the entire EVC and Chancellors' administrative team and staff members. I appreciate the opportunity and the amazing assistance. What a wonderful and challenging year it has been!



Anna Everett outside of the Capitol Building

An excerpt from AVC Everett's upcoming blog post, "Dr. Everett Goes to Washington"

"As I walked the hallowed and majestic halls of Senate Office Buildings on Capitol Hill last April, I was reminded of the classic film *Mr. Smith Goes to Washington* (Capra, 1939). That film is among my favorites because of its well-meaning, if naively sentimental, construction of good old-fashioned, American "good-neighborliness." Thrown into film director Frank Capra's endearing narrative formula was also the essential concept of redemption and renewal for the political machine dominating our democratic processes in Washington, D.C. What brought me to the Senate office buildings was my participation in the Hispanic Association of Colleges and Universities' (HACU) annual Capitol Hill Forum. Representing UC Santa Barbara as an affiliate member of HACU, I became a lobbyist for a day. What a revelation that was. I learned so much beyond the media caricatures' of what lobbying our elected representatives means, and I want to share a small portion of my amazing experience."

A Message from the Chancellor



Henry T. Yang
Chancellor

Now that the UC Campus Climate Assessment has been completed, I would like to sincerely thank all of our faculty, staff, and students who took the time to complete this important systemwide survey. I would especially like to thank our dedicated Local Work Team, chaired by Acting Associate Vice Chancellor Anna Everett. The results of this assessment will aid our ongoing efforts to improve our campus climate and provide a welcoming and supportive environment for each and every member of our diverse campus community.

Each year in March, my wife, Dilling, and I have the honor of traveling with a dedicated team of faculty, staff, alumni, and student volunteers to meet with outstanding and diverse high school students in various regions around the state, including areas with dense populations of underrepresented minority students. This year marked our 100th recruitment reception since we began this effort in 1995. It has been my joy to personally participate in all of these receptions, and to speak with more than 50,000 students and family members throughout California and beyond about our university and our unique campus life.

Spring Insight is another important part of our student recruitment efforts, and we were thrilled to welcome nearly 10,000 participants this year. Campus visits and tours will continue to take place throughout the quarter, so when you see prospective students and family members on campus, I urge you to take a moment to welcome them and perhaps answer a question or two. Every year, we receive such positive feedback about our friendly campus environment. Thank you for being ambassadors for our university, and for contributing to our collective efforts to advance excellence and diversity at UC Santa Barbara.

A handwritten signature in black ink that reads "Henry T. Yang". The signature is fluid and cursive, written in a professional style.

Find Us Online!

Diversity Forum News is proud to feature our online sister site, the **Diversity Forum Online blog**. We'll have even more news, opinions, and photos of all of the best diversity-related stories from around campus. We're also giving you, our readers, a voice by letting you comment on posts and add to the discussion.

**Visit today (and frequently!)
@ <http://diversity.evc.ucsb.edu>**



Gene Lucas
Executive Vice Chancellor

In a recent meeting on diversity issues, we in the administration were challenged to make a commitment to diversity. This was a surprise, as we have several statements of commitment to diversity, including our Strategic Academic Plan. It occurred to me that, as it has been six years since the plan was approved, many may no longer be aware of this. I repeat sections of it here as a reminder.

Vision Statement: “We will celebrate and enhance the diversity that enriches our living and learning environment.”

Mission Statement: “Our academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society.”

Core Values: “Respecting and providing a welcoming environment for people of diverse backgrounds, beliefs, and points of view.”

Commitment: “The University of California has recognized diversity as critical to its future, and has adopted the position that diversity enhances all aspects of the University through the breadth of perspectives, interests and experiences that a diverse population brings to each campus. As we enter the next phase of UC Santa Barbara’s development, diversity is one of the core principles on which we will build. It is clear that to be a successful top tier research university in a changing world, we must continue to work on developing a student body that reflects the diversity of our society and a faculty and staff that reflect the diversity of our student body.”

UCSB Honored for Commitment to Diversity

INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education, named UCSB one of the 48 recipients of its first annual Higher Education Excellence in Diversity (HEED) award. Winners of the HEED award—a national award honoring U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion—were featured in the publication’s December 2012 issue.



The HEED award recipients were selected based on their institution’s exemplary diversity and inclusion initiatives, and include all aspects of diversity including gender, race, ethnicity, veterans, people with disabilities, and members of the LGBT community.

A Message from the Director of the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance



Ricardo Alcaíno

In my message for this issue, I would like to recognize the contributions of outgoing Executive Vice Chancellor Gene Lucas, who has been one of the greatest architects for our campus' diversity structure, and who has been responsible for the success of our increasing diversity. Gene has announced that he will retire in December of 2013, and I wish him all the best.

Gene has been integral in leading the transformation of the Office of Equal Opportunity & Sexual Harassment/Title IX Compliance, and in helping our office become more established and effective.

Gene led an effort to redesign our office structure in order to bring a greater focus on the development and oversight of the campus' Affirmative Action Plan, as well as to create a more defined and consistent investigative process to address campus discrimination complaints and concerns.

In 2006, Affirmative Action Plan development, Academic Recruitment oversight, and complaint resolution responsibilities were all separate from the Academic Preparation and Equal Opportunity office. The Office of Equal Opportunity was formed to address this disparity. I was hired in 2007, and Gene worked to move the Sexual Harassment Awareness and Diversity Training function to our office. This allowed the University's mandated AB1825 Sexual Harassment Awareness training to be overseen and administered by a compliance office. This also enabled our office to pursue our goal of designing and presenting consistent and effective campus diversity training programs.

In the following year, Sexual Harassment Officer Paula Rudolph retired, and with campus consultation, Gene merged the Sexual Harassment and Complaint Resolution office with the Office of Equal Opportunity to create the current Office of Equal Opportunity & Sexual Harassment/Title IX Compliance. This merger allowed our campus to centralize our discrimination and harassment compliance and resolution efforts.

Gene's hard work in shaping a central office allowed us to present a more comprehensive and consistent message in our education and resolution efforts, while also providing the campus with a defined organization to oversee affirmative action and equal opportunity. The consolidation has been especially useful when our campus has had to respond to requests for information or complaints of discrimination from external entities.

During the transformation of our office, which included several budget cuts, Gene has helped me to maintain a consistent level of financial support for our campus' affirmative action and diversity programs, in keeping with our Affirmative Action Plan, and to establish a more inclusive campus culture.

Gene's impending departure only makes me want to redouble our efforts to continue our work towards a comprehensive, effective and responsive organization for our campus, to ensure his vision and legacy continues to grow. We will continue to offer and provide a high level of effective advice and insight to address equal opportunity, affirmative action, protected discrimination and harassment, and diversity issues for our campus.

The campus and I will miss you greatly, Gene. Good luck and congratulations!

Spring Diversity Dialogues:

The Politics of Film Preservation

The UCSB MultiCultural Center Presents
DIVERSITY DIALOGUE

THE POLITICS OF FILM PRESERVATION

The Case of *The Man* and Other Hidden Cultural Legacies

How is a film deemed worthy of preservation? Actor and activist Clayton LeBouef (*Something the Lord Made* and *The Wire*) brings his Make the Public Conscious (MTPC) campaign to UC Santa Barbara and raises this question. MTPC is a people's film preservation movement concerned with the politics of film preservation and race. The lost 35mm print of *The Man*, a 1972 film about America's first black president, informs a timely conversation between LeBouef, Professors Jeffrey Stewart (Black Studies) and Ross Melnick (Film and Media Studies), with University Librarian, Denise Stephens.

A SCREENING OF
THE MAN
WILL BE SHOWN IN THE POLLOCK THEATER
TUESDAY, APRIL 23, 2013 AT 1:00PM

TUESDAY, APRIL 23, 2013 • 5:00PM
PANEL DISCUSSION / MCC THEATER

CO-SPONSORED BY THE OFFICE OF THE ASSOCIATE VICE CHANCELLOR FOR DIVERSITY, EQUITY AND ACADEMIC POLICY AND THE OFFICE OF EQUAL OPPORTUNITY & SEXUAL HARASSMENT/TITLE IX COMPLIANCE

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For more information or assistance in accommodating people of varying abilities, contact the MultiCultural Center at (805) 893-8411

The poster for the event.

On Tuesday, April 23, 2013, at 5pm, UCSB welcomed Clayton LeBouef (see interview, pg. 7) for an entertaining evening of debate and dialogue titled “The Politics of Film Preservation: The Case of *The Man* and Other Hidden Cultural Legacies.”

An actor and cultural activist, LeBouef (*Something the Lord Made*, *The Wire*) brought his D.C.-based people’s film preservation movement called Make the Public Conscious (MTPC) to UC Santa Barbara. The evening consisted of film clips and a discussion panel that brought together LeBouef, University Librarian Denise Stephens, Professors Jeffrey Stewart (Chair, Black Studies) and Ross Melnick (Film and Media Studies). Their dialogue centered on the question, “How is a film deemed worthy of preservation?” as well as the special challenges of preserving older, deteriorating films that deal with black cultural legacies.

Exemplifying the “lost films” that LeBouef’s MTPC movement attempts to rescue is a 1972 film entitled *The Man*. Written by Rod Serling (*The Twilight Zone*, *Requiem for a Heavyweight*), the film is about the first black president (starring James Earl Jones). A special screening of *The Man* took place in advance of the talk in the Pollock Theater.

This Diversity Dialogue program was co-sponsored by the Multicultural Center, the Office of the Associate Vice Chancellor for Diversity, and the Office of Equal Opportunity, Sexual Harassment, and Title IX Compliance.



The panel, from L to R: Clayton LeBouef, University Librarian Denise Stephens, Professor Anna Everett, Professor Jeffrey Stewart and Professor Ross Melnick.

A Conversation with Clayton LeBouef

Clayton LeBouef, actor and co-founder of the Make The People Conscious (MTPC) movement, was on campus in late April as a featured guest speaker for the Diversity Dialogues series. LeBouef, a Washington, D.C.-based actor best known for his recurring role as Colonel George Barnfather in *Homicide: Life on the Street*, has lately been touring the country to screen and talk about *The Man*, a 1972 political drama directed by Joseph Sargent and starring James Earl Jones. Jones plays Douglass Dilman, who becomes the first African American president through a series of unlikely events. The screenplay, written by Rod Serling, is largely based upon *The Man*, a novel by Irving Wallace. *Diversity Forum* editor Nora Crutcher sat down with LeBouef to discuss his acting career, the impetus for his MTPC project, and the importance of finding a balance in the culture we consume.

Nora Crutcher: *Tell me how you got into acting.*

Clayton LeBouef: You know, I was deeply involved in sports. I played 'em all, but baseball was what I was best in. And then when reality set in and I realized I didn't have what it took to be a professional, I got in a play—a couple of plays, but the one that really moved me was a play called *The Dutchman* by Imamu Baraka. At the time, his name was LeRoi Jones. It was a play about race relations in a New York subway, a very controversial play. We had to have after show discussions in order to put the play up. We were in high school so the nature of it was a little too controversial, but this [director] was quite an amazing guy who fought it, and [the school administration] said, "We'll put it up, just have the discussion." It was such a powerful discussion that I realized the power of theater right there.

NC: *And how did you decide to start writing your own material?*

CL: Years later, I did two years at Carnegie Mellon in Pittsburgh as a drama student. I didn't finish school. I started disc jockeying to make money, so I didn't act for ten years. You know, I was like, "How do you make it as an actor? I have to learn how to make some money." In that ten year period, I was studying film on my own, watching great movies, having a respect for story beyond just acting, and I think it was good that I took that break, because as I started watching film, I started to see that portrayals of black people in particular were not necessarily accurate, or there weren't enough to satisfy me. So I said, well you're going to have to be a writer if you're envisioning being an actor. I realized that story would be the key.

Listen, if you have a balance, that's all I'm interested in. You can go see this, or if you don't like it, you can go see that. You're not stuck on one movie. Take for example *Django Unchained*, which a lot of people have been asking my opinion on. The issue is, if we go see that, where can we go tomorrow? What's the next movie to see so that doesn't become an issue? I'd rather discuss industry than individuals.

NC: *How does an actor get into film preservation?*

CL: For me, it's again, respect for story. As you age and you lead younger people, they realize you have some age on you. Someone will say "I've never heard of that" or "I never knew that." It's been happening a lot to me, because I'm getting older. So I begin saying, "What? You've got to be kidding me. You've never heard of Oscar Micheaux? This is a black man who made 40 feature films back in



Clayton LeBouef before the roundtable discussion.

the day. He sold books, but they don't talk about that. There are people who are in institutions of higher learning who have never heard of Oscar Micheaux. There are people in the industry who don't talk about him. [It's like] this is a man who didn't live. So when you have this kind of information come to you, you wonder what went wrong. You begin to learn that black people who live in this country achieved wonderful things, but they're not always known for them. For me, it's about preserving memory. When this information comes to light, things change.

For example, let's take Rod Serling. He wrote *The Man*. By preserving the film, people see another side of a great writer that everyone thinks just did *Twilight Zone*.

NC: *So maybe the more that you preserve of a person's work, the more you can figure out what they really were, not just what the entertainment industry wanted you to see.*

CL: Yes, yes.

NC: *I was wondering if you could talk a little bit about the Make The People Conscious (MTPC) movement. Where did it start and what is its mission?*

(Continued on p.12)

UCSB McNair Scholars: Future Graduate Students

The UCSB McNair Scholars Program supports first generation and low-income juniors and seniors by providing them with the academic and professional development opportunities that prepare them for graduate school. Through a strong network of faculty, staff, and peers, our scholars learn how to successfully navigate academia and how to become undergraduate researchers.

The 2013 scholars have been involved in some great research in disciplines across the campus and have had the opportunities to present their findings at UC Berkeley, University of Maryland, and UCSB. Our McNair Scholars have worked very hard and it has paid off. We are excited to share the list of graduate programs that our 2013 senior scholars have been admitted into for the 2013-2014 academic year:

Annie Alexandrian

MPH, UC Berkeley Maternal and Child Health

Dalma Arreola

MA Political Science, San Diego State University

Guadalupe Cruz

MA Counseling Psychology, University of Missouri-Columbia

Marlon Fernandez Castro

MA Education, University of Southern California

Anthony Hearst

PhD Agricultural and Biological Engineering, Purdue University

Francisco Jasso

PhD Political Science, UC Irvine

Amy Martinez

PhD Ethnic Studies, UC Berkeley

Alexis Meza

PhD History, UC San Diego

Juan Osuna

MPP, American University

Billi Jo Starr

PhD Education, UC Santa Barbara

Olivia Turnross

PhD Biology, UC Davis

The UCSB McNair Scholars Program looks forward to continuing to prepare and advance the careers of first generation and low-income undergraduate researchers on campus and to contribute to their participation in doctoral programs throughout the nation.



UCSB McNair 2013 Senior Scholars have been admitted to an impressive list of graduate schools.

Two Nominees from the Teacher Education Program are Awarded Prestigious Woodrow Wilson–Rockefeller Brothers Fund Fellowships

By George Yatchisin

“The goal of the Woodrow Wilson-Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color is to help recruit, support, and retain individuals of color as K-12 public school teachers in the United States...This Fellowship offers an important opportunity to ensure that greater numbers of highly qualified teachers of color enter public school classrooms around the country. ”



2013 Woodrow Wilson-Rockefeller Brothers Fund Fellowship winners from UC Santa Barbara's Teacher Education Program, Ricardo Quezada (left) and David Flores (right).

David Flores and Ricardo Quezada – nominees from the Teacher Education Program at the Gevirtz School – were named recipients of 2013 Woodrow Wilson-Rockefeller Brothers Fund (WW-RBF) Fellowships for Aspiring Teachers of Color. Flores is a History major with a minor in Education. “I am striving to teach high school social science and mentor at-risk youth in urban communities,” Flores says. “I also plan on coaching youth soccer.” Quezada is a History of Public Policy major and Education minor, writing a senior honors thesis this year. “I am very passionate about empowering my community by serving as a visible role model,” Quezada says. “It only takes one person to make a difference in a student’s life and I want to be that difference.”

UC Santa Barbara’s Gevirtz School is one of only 29 campuses across the country chosen to nominate two students yearly; in all three years of the award’s existence, all of the Gevirtz School nominees were ultimately chosen for the honor. That fact is even more remarkable as this year only nine total fellowships were awarded.

The goal of the WW-RBF Fellowships for Aspiring Teachers of Color is to help recruit, support, and retain individuals of color as K-12 public school teachers in the United States. Current trends indicate that by the year 2020, the percentage of teachers of color will fall to an all-time low of five percent of the total teacher force, while the percentage of students of color in the K-12 system will likely near 50%. This Fellowship offers an important opportunity to ensure that greater numbers of highly qualified teachers of color enter public school classrooms around the country.

Candidates must be nominated by their undergraduate institution in order to be considered for this fellowship program. Each nominating institution is allowed to nominate two candidates for the fellowship. Interested applicants must meet all requirements and campus application deadlines in order to be nominated and move forward in the application process. Acceptance into the Fellowship program is contingent on acceptance into a partner graduate program (such as UCSB). The WW-RBF Fellowships are in the amount of \$30,000 annually.

Black Studies Department Hosts 'FAIR Education' Conference

Beyond Diversity: "What is a FAIR Education?" A Mini-Conference to Envision the New Multiculturalism in K-12 Education: A Response to the FAIR Education Act

The Regents of the University of California v. Bakke 1978 decision of the Supreme Court did more than end race-based affirmative action. It also changed the orientation of affirmative education from compensation for past discrimination to diversity. After Bakke, affirmative action could only be justified if the admissions of non-white minorities promoted diversity. In the realm of knowledge formation, requirements to learn about the histories of exploited and discriminated peoples could only be justified if they promoted the diversity education of increasingly segregated students. The ethical dimension of the 1968 Civil Rights challenge to traditional education in America--that the historically discriminated against and historically marginalized ought to be able to see themselves reflected in the curriculum--was downplayed in favor of a kind of ethnic smorgasbord of cultural education that often avoided the history of oppression out of which these identities emerged.

But in 2011, a challenge to that trend emerged in the FAIR Education Act, although initially it was not seen as such. California Senate Bill 48, commonly known as the Fair Education Act, was passed in 2010 by the California Senate and signed into law by Governor Jerry Brown in 2011. The act mandates that California public schools add the contributions of lesbian, gay, bisexual, transgender, and queer persons, and people with disabilities, to those histories of ethnic and cultural groups that California public schools must teach. Suddenly, the histories of two groups that were not considered ethnic groups, but whose claim to our attention came from the historic discrimination and marginalization of them and their histories in our society, were now essential to the education of a 21st century student in California. Still, the trend of the past dominated discussions of how to implement the FAIR Act.

On April 18-19, 2013, the Department of Black Studies, in collaboration with Chicana and Chicano Studies, Feminist Studies, and Asian American Studies Departments and the Gevirtz Graduate School of Education at UCSB, and local community groups, plus teachers and administrators of the Santa Barbara School District, reversed that trend by presenting a mini-conference that sought to teach the history of California and America in terms of the congruence of the histories of the historically underrepresented and those historically discriminated against not only in American society, but also in the curriculum of K-16 education.

On April 18, Professor Jeffrey C. Stewart, Chair of the Department of Black Studies, delivered a keynote address at the Multicultural Theater that challenged the local education community to try to go beyond simply adding two new groups to the range of objects taught in history and social studies and develop a new organon of education to teach how these various histories intersect and demand inclusion and representational justice in our educations.

On April 19, the morning featured a panel of speakers on vari-

ous aspects of the FAIR Act initiative. Michael Bronski Professor of Practice in Media and Activism, Harvard University, detailed how he had to transcend identity politics thinking in the writing of his book, *A Queer History of the United States*. Catherine Kudlick, Professor and Director of Paul K. Longmore Institute on Disability, taught the audience in the Multicultural Center theater how pervasive disability is in the histories we commonly teach without mentioning it. Arcelia Hurtado, Attorney and Deputy Director at the National Center for Lesbian Rights, showed a moving video of the success of her organization in getting a midwestern school district to halt educational curriculum and programming that denigrated gay and lesbian students. Clarence Walker, Professor of History and Cultural Studies from UC Davis, provided an ironic yet serious interrogation of the myths about sexuality and identity politics that continue to clog our thinking about these issues in educational curriculum.

In the afternoon, a workshop for teachers from the Santa Barbara School District was held that provided teachers with primary source materials and documents, along with other instructional materials, as to how to create lesson plans that teach the histories of multiple peoples who have historically been discriminated against in American society.

Beyond Diversity Series: "What is a FAIR Education?"
University of California, Santa Barbara

A Multicultural Center Diversity Lecture: Thursday, April 18, 2013 at 5 P.M.
What is FAIR Education?
Jeffrey Stewart Chair and Professor of Black Studies, UCSB

Dr. Stewart has studied the issues of race and culture in art, history, literature and music. His most important research has been on the Harlem Renaissance, the black arts movement of the 1920s, and his specialty has been the work of black philosopher Alain Locke, a Howard University philosopher and thinker. Stewart has authored several books, including *1001 Things Everyone Should Know About African American History*.

Friday, April 19, 2013 at 9 A.M. - 12 P.M., The Multicultural Center, UCSB
Beyond Diversity: The New Multiculturalism in K-12 Education

Michael Bronski Professor of Practice in Media and Activism, Harvard University
Since 1970, Mr. Bronski has written extensively on culture, politics, film, theater, sexuality, LGBT culture, and current events in publications such as *The Village Voice*, *The Los Angeles Times*, *The Boston Globe*, and *The Nation*, among others. He will be speaking about his newest book, *A Queer History of the United States*.

Arcelia Hurtado Attorney and Deputy Director, National Center for Lesbian Rights
Ms. Hurtado is devoted to providing legal representation to those who would not otherwise have access to it. Immediately prior to joining NCLR, she served as the Executive Director of Equal Rights Advocates, a national women's rights advocacy organization. She also worked with numerous community-based organizations to secure the rights of working class and indigent people in the fields of employment, housing, criminal defense, and immigration.

Catherine Kudlick Professor and Director of Paul K. Longmore Institute on Disability
Dr. Kudlick is a Professor of History at San Francisco State. She is the author of *Children in Post-revolutionary Paris: A Cultural History* and several articles and book chapters, including *Disability History: Why We Need Another "Other"*. *The Outlook of The Problem and the Problem with the Outlook: Two Advocacy Journals Revisit Blind People in Turn-of-the-century America*, and *A History Professor for Every Body*.

Clarence Walker Professor of History and Cultural Studies, UC Davis
Dr. Walker has written several books including *Democratizing Black History: Critical Essays and Reappraisals We Can't Go Home Again: An Argument About Anticommunism*, which was a *London Times Literary Supplement* "International Book of the Year," 2001; and *Mongrel Nation: The America Begotten By Thomas Jefferson and Sally Hemings*. Dr. Walker's research expertise includes Black American history and the history of sexuality and film and popular culture.

In response to the passage of the FAIR Education Act, the Department of Black Studies and Teachers for the Study of Educational Institutions are bringing nationally renowned scholars, activists, and educators to UCSB to develop a new organon of K-12 education in California. The FAIR Act mandates the teaching of the contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbians, gays, bisexual, and transgender Americans, persons with disabilities, and other ethnic and cultural groups in the development of California and the United States. These scholars represent a broad platform of research and experiences into innovative ways of living and thinking that sustain and nourish the quality of life for persons with disabilities and for socially and sexually marginalized peoples.

This series is sponsored by the following UCSB divisions and Santa Barbara Non-Profit:
College of Letters and Sciences, The Division of Social Sciences, The Office of the President, Black and African Studies, The Office of Equal Opportunity & Social Responsibility, The Office of the Vice President for Educational Programs, The Multicultural Center, The Department of History, The Department of Human Services, The Division of Health, Behavior, and Society, The Center for the Study of the History of the University of California, The University of California Center for New Pacific Studies.

RSVP by April 11th

If you need a disability-related accommodation please contact Tessa Mendez, ADA Compliance Officer, at (805) 893-7348 OR Tessa.Mendez@ucsb.edu by April 11th

UCSB
FAIR
EDUCATION

Staff Profiles in Diversity: CATHY FARLEY

In July of 2012, following 10 weeks of rigorous physical and academic training at the FBI National Academy in Quantico, VA, Cathy Farley was sworn in as the first ever assistant chief of the UCSB Police Department. We talked with Cathy and her supervisor, Police Chief Dustin Olson, about this momentous occasion and how they have nurtured a successful working relationship that includes a healthy dose of work-life balance.

Cathy, can you tell us a little about your background and how you came to your current profession and position? Dustin, can you tell us about how long you've known Cathy and what it's been like to work with her?

Cathy Farley: I'm originally from Chicago, and came to California (Oceanside) when I was 10 years old, driving cross country in a panel station wagon with my parents, three younger siblings, and all our personal belongings. My family was very impoverished and California was our new start. My parents emphasized family, church, academics, and hard work in my upbringing. I transferred to UCSB from community college in 1983, majoring in Psychology, and began my career here as a member of the Bike Education and Safety Team.

I was recruited by the UCSB Police Department as an entry level police officer and attended the Ventura Police and Sheriff Law Enforcement Academy. I am fortunate to have worked under several exemplary police chiefs, all of whom gave me the opportunities to volunteer, train and develop, and to hold many positions in the department.

There were many experiences I had outside of my immediate family where someone would tell me that I couldn't do something, often based on gender or socioeconomic justifications. It only made me want to accomplish what I wasn't thought to be capable of doing.

Family and career are equally important to me, and my husband and I take pride in our three children and their strengths in citizenry, academics, and athletics. Like my parents, we are very participatory in their lives.

Dustin Olson: I have had the privilege of knowing and working with Cathy for the past three and a half years. Working with Cathy has been a wonderful opportunity and she is one of the most genuine people I have met.

Dustin, why did you choose Cathy to be your first ever Assistant Chief? Cathy, can you describe how it felt when Dustin decided to name you Assistant Chief? Were you expecting it?

DO: This wasn't a hard decision after witnessing all of Cathy's attributes, skills, and exceptional leadership traits.

CF: I wasn't expecting to be named Assistant Chief of Police, but I had envisioned it as a natural course for my own career path within UCSB's progressive police department. I believed that I could do more for the department and community. Receiving the promotion and emblem stars of Assistant Chief rank immediately after graduating the FBI National Academy was an honor and surprise. It was an acknowledgement of my hard work, dedication, the partnership that I have with Chief Olson, and the relationship that I have with the men and women in this department and with the campus community.

Describe your working relationship. What duties does the Assistant Chief have? What happens when one of you gets called away for an emergency? What would you say are the three words that best describe how you two work together?

DO: Teamwork, balance, and mutual respect.

CF: I currently manage police operations, the community service organization (CSO), administrative operations, and campus special events. The chief and I



Assistant Chief Cathy Farley is sworn into her new position by Chief Dustin Olson.

are always communicating and connected. If one of us is gone, then the other is here, and we are backed up by a strong, experienced and supportive supervisory team. The chief and I also look out for each other on a personal level, encouraging each other to take a break or some time off. In three words (or less), I'd describe our relationship as a "genuine partnership"

Cathy, what has been the toughest part of the job so far? What has been the most rewarding? Dustin, how have you seen Cathy grow in her new position?

CF: The toughest and most rewarding part of this job is the same: people (community and department), and creating a relationship that helps solve their and our community's problems. To truly have a positive impact, it takes a time investment with people, an open and approachable work style, and transparency.

DO: Cathy has really excelled in many areas and has been instrumental in all of the challenges we have faced. Cathy's strong interpersonal skills and vast experience here at UCSB have been invaluable to me.

Looking toward the future, is there anything specific you hope to see happen in the Police department? What about on campus in general?

DO: I would like to see law enforcement and the UCSB Police Department continue on a path of diversity, hiring men and women who are representative of the communities they serve and protect. I hope that the campus will continue to find ways to recruit, hire, and retain a diverse work force that embodies the values of our society.

CF: Looking toward my future with the UCSB Police Department, and to put it very simply, I strive to follow my parents' philosophy of leaving a place in a better condition than the way I found it. Our department is already a strong visionary team in many ways, but some of our greatest challenges are an aging facility and depleted administrative staffing resources, even while our campus community increases and expectations of law enforcement expand. I envision a facility that mirrors our campus' long range development plan and one day having the operational and support staff to be even more responsive to UCSB's public safety and emergency needs.

(Clayton LeBouef, continued from p.7)

CL: Michon Boston--she and I are partners. She writes a blog [called Eclectique916], and you should check it out. I told her about the film. She's interested in a wide sector of culture. When I told her about *The Man*, she took a deep interest in it. She started writing about film preservation, and I told her I wanted to screen it. She's been with me on this.

What we found out is that, Rod Serling had a quote where he said, "the goal of a writer is to menace the public conscience." We said, wow, that would be an interesting title for this preservation campaign. So, as we started to think, I said, yeah, but what if we add a double meaning, so this way people menace the public conscience, but that we're also making the people conscious. People say, I've never heard of that film. I liked it.

NC: *So more than just preserving the films, your movement hopes to get them out there so people can see them.*

CL: You know what it is? To balance what we're being pushed. We know more about Kim Kardashian than we know about [American jazz vocalist] Abbey Lincoln. And there are people who, when they get turned on to Abbey Lincoln, regardless of their race, they enjoy good artistry. We just want to make people aware of films they may want to check out.

NC: *So is this idea of balance what you hope comes out of the film preservation movement in general?*

CL: That's the heart of it. Balance is key. We're all trying to be balanced in our own lives. If there's more balance than you have less conflict amongst opinions. If you have balance you can have a better discourse when you're fully informed. You're not going off somebody's uninformed opinion. An informed opinion will take you somewhere.

NC: *Let's talk a little bit about The Man in particular. Do you have*

any particular relationship to it? Why did you decide to bring the film here? Why now?

CL: The relationship started with Serling. As a young man, [I saw] guys in my neighborhood [who] used to carry books, and one was *The Man* by Irving Wallace. You know, this was in the seventies, and it's about a black president. At that time, it was almost fantastical. So then when I saw the movie came out, Rod Serling's name came up, and I knew him from the TV show. I was interested in him. When President Barack Obama got inaugurated the first time, my memory clicked back and I wondered, whatever happened to that film? That was the beginning. Nobody was talking about it, and most people didn't even know about it. So I said, I think we should find it. And I couldn't find it! Now that we have this man in office, you would think that this film would resurface.

So I said, OK Clayton, you're wondering about the film, you should look into it. I contacted the Rod Serling foundation and there was a gentleman there named Gordon Webb who was familiar with *The Man*, and so we were able to get a bootleg copy. As we started rolling, we contacted Disney to get the licensing, but they said they didn't have the film.

To answer your question, it was Serling who was the thread. I recognized the name. It's interesting, my first play was about apartheid, and I think the first time I ever heard anything about apartheid was in the film *The Man*, when I was young. It shows you the power of film. I could walk to three theaters when I was young. I was lucky. But the films in that time weren't just entertainment. At that time, movies were struggling, and black films helped to reestablish the film industry, gave it a shot in the arm economically.

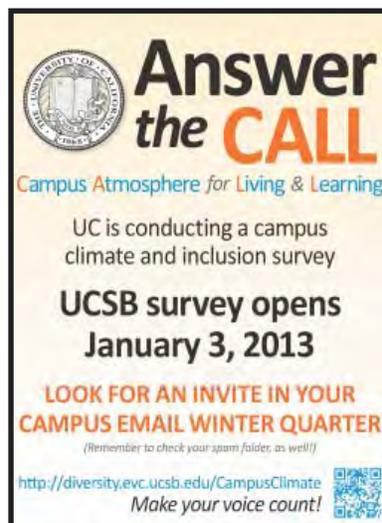
NC: *So is there another film [you'd like to preserve and screen] after this one? Do you have your eye on the next one?*

CL: Yeah. I've got a list. You know, I've got a list!

(UCSB Answers the CALL, continued from p.1)

Graduate Division, KCSB, the UCSB Bookstore, GradPost, Root 217 Restaurant, the Orientation Office, the Office of Public Affairs, and especially our social media maven and event organizer, Keri Bradford. We especially thank all of you who participated, enthusiastically, grudgingly and otherwise.

Now that the Climate Study's survey has been implemented on all the UC campuses and the unique data sets collected, UCOP and Rankin & Associates will make the results available along with a draft report of the findings for the UC as a whole and for each individual campus. The target date for the data dissemination is Fall 2013. To ensure participants' anonymity (an important feature of the survey design), UCSB (and all campuses) will have specified access and availability procedures, the details of which are still in



Answer the CALL
Campus Atmosphere for Living & Learning

UC is conducting a campus climate and inclusion survey

UCSB survey opens January 3, 2013

LOOK FOR AN INVITE IN YOUR CAMPUS EMAIL WINTER QUARTER
(Remember to check your spam folder, as well!)

<http://diversity.evc.ucsb.edu/CampusClimate>
Make your voice count!

The poster features the UCSB seal and a QR code.

development.

UCSB is looking forward to using the survey's findings to make informed choices in improving the learning and living environments for all members of our campus community. The Campus Climate survey has already yielded tangible results, as several constituencies have begun the process of difficult but necessary dialogues that will help to make UCSB a more welcoming and inclusive place. Chancellor Yang has data supporting the fact that Gauchos report very high levels of satisfaction with the UCSB experience, and we believe that by mining the newly amassed survey data, the best is yet to come.

For a full list of SURVEY INCENTIVE WINNERS, please visit us online at <http://diversity.evc.ucsb.edu>

Diversity-Related Programs Propel Chemical Engineering Grad Student on Her Path to a Career in the Sciences

By Patricia Marroquin,
Graduate Division Senior Writer

If it hadn't been for a visit to UCSB in 2009 for College of Engineering Graduate Study Preview Day, Jennifer Guerrero might not be working in a campus laboratory today doing important research on engineered enzymes that could potentially be used to treat patients with Alzheimer's disease.



*Jennifer Guerrero in the Daugherty lab.
Credit: Sylvia Lanati*

While she was an undergraduate studying chemical and biomolecular engineering at UCLA, a professor there encouraged her to visit UCSB and apply to graduate school here. During her Preview Day visit to UCSB, she was impressed with the research being conducted here as well as the "highly collaborative atmosphere" she found between faculty and departments. In addition, it pleased her to hear from UCSB grad students that they were able to strike a good balance

between their research work and their lives outside the lab.

Jennifer, who grew up in Montebello just east of downtown L.A., returned to UCSB in the summer of 2010 as a participant in the Summer Doctoral Research Institute (SDRI) program before beginning her graduate studies here. The goal of SDRI, geared toward first-year underrepresented graduate students, was to provide students "with the opportunity to begin a course of research prior to fall quarter enrollment," according to a welcome letter at the time by Graduate Division's Admissions and Outreach Director Walter Boggan.

The SDRI program enabled Jennifer to work for eight weeks in Dr. Patrick Daugherty's lab identifying peptides that bind to Herceptin, an antibody used in the treatment of breast cancer. Through shadowing a current grad student, she also learned the basics of flow cytometry, a technology commonly used in the Daugherty lab.

Jennifer began her graduate studies armed with a newly won NSF fellowship, which she had applied for during her last year as an undergrad at UCLA. She attributes her success at winning the fellowship to her outreach efforts through such organizations as SOLES (a UCLA chapter of the Society of Hispanic Professional Engineers, or SHPE) and SACNAS (Society for Advancement of Chicanos and Native Americans in Science). "The NSF review criteria are based on broader impacts in addition to intellectual merit," she explained. "Having the NSF fellowship has allowed me to work on a project that is high-risk and maybe less likely to receive grant funding."

That research project involves "redesigning the specificity of proteolytic enzymes, which are used in both technology applications

as well as in therapeutics," Jennifer said. "For example, an engineered protease that selectively degrades amyloid-beta, a peptide which aggregates in the brains of patients with Alzheimer's disease, could potentially be used for the treatment of AD."

She said she has "thoroughly enjoyed the research process – running into roadblocks, thinking about solutions, and carrying out those experiments in the lab. At the end of the day, it is also nice to be working on a project that has important biotechnological and therapeutic applications."

Jennifer, who is now a third-year grad student in Chemical Engineering with an emphasis in Biotechnology working in Professor Daugherty's group, has given back and paid it forward. She mentored an SDRI participant in the summer of 2011, calling it "a great experience being able to impart my knowledge on common techniques in the lab and helping to train the next crop of students."

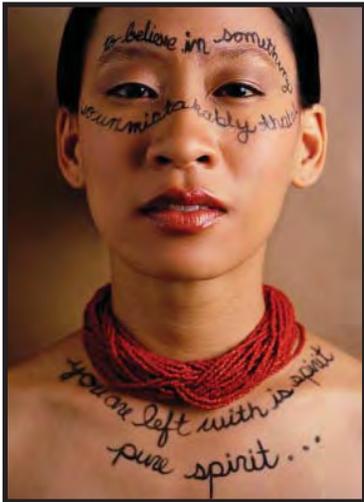
Although Jennifer spent long hours in the lab in her first year of grad school, she has now found a balance between work and extracurricular activities. She enjoys running ("a way for me to meditate and let go of anything that might be weighing on my mind by focusing on my breathing"), hiking, playing volleyball, "dancing the night away," and cooking, especially Mexican food.

Jennifer praises the programs that have assisted her in her journey through grad school. "I have been very fortunate to have participated in multiple research programs aimed at increasing the diversity of students in the sciences," she said. "Had I not participated in these diversity-related programs as an undergraduate, I may not have considered going on to graduate school simply due to the lack of information concerning research and a career in science. Diversity-related programs such as the UCSB Preview Day and the SDRI program have allowed me make more informed decisions when choosing which graduate school I would attend and which professor I would ultimately choose as my advisor."



Jennifer Guerrero recently went camping at Joshua Tree National Park for the first time.

SPRING EVENTS at the MCC!



An Evening of Spoken Word with Kelly Zen-Yie Tsai

Thursday, May 16, 7:30 pm

Performance/ The Coffee Cat

UCSB's MultiCultural Center returned to the Coffee Cat with Poet Kelly Zen-Yie Tsai. Tsai took an electrified audience on a lyrical journey across America where race, class, culture, sexuality, and gender aren't neatly defined, where times of war coexist with times of peace, and where poetry still survives and thrives. Tsai has performed worldwide including at the White House, Tyra Banks' Flawsome Ball Hosted by Drake, and three seasons of Russell Simmons HBO Def Poetry.

Art Exhibit

Dignidad Rebelde: Signs of Solidarity

Wednesday, April 10- Friday, June 14

A Conversation with the Artist/Opening Reception

Thursday, April 25, 6:30 pm

Oakland-based artists and activists Jesus Barraza and Melanie Cervantes boldly partner their social and creative work, spreading knowledge on the art form of silkscreen printing and fostering an awareness of social justice issues worldwide. "Signs of Solidarity" showcased a selection of portraits and posters that they have created to reflect political and cultural struggles and visions.



Seekers without Borders: Perennial Wisdom for the Spiritually Independent

Rabbi Rami Shapiro

Tuesday, May 28, 6 pm

Lecture/MCC Theater

Five questions lay at the heart of the spiritual quest: Who am I? Where did I come from? Where am I going? How shall I live? and Why? Called the Perennial Wisdom, this understanding of life and how best to live it crosses religious borders and speaks directly to the emerging vanguard of spiritually independent seekers of truth. Rabbi Rami Shapiro explored Perennial Wisdom through the five questions, to help us deepen our search for truth.



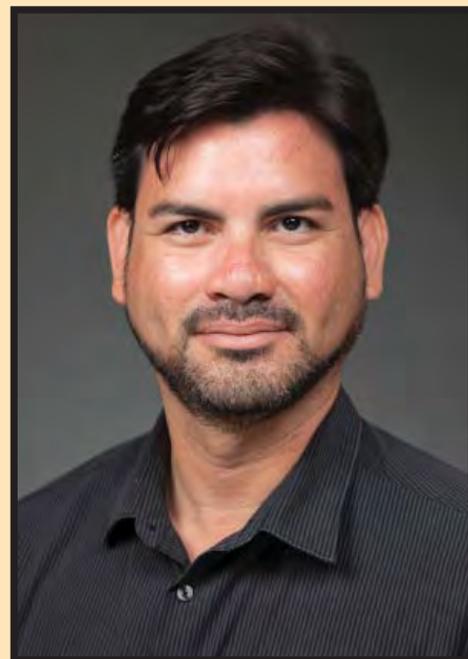
UCSB Welcomes New Librarians

The UCSB Library is pleased to welcome **Jennifer Thompson**, Black Studies Librarian, and **Sócrates Silva**, Latin American and Iberian Studies Librarian.



Jennifer Thompson started her position as the Black Studies Librarian in September 2012. In her position, she: collects materials for the Black Studies collection in the Ethnic and Gender Studies Library; teaches “Introduction to Library Research (INT 1)” and other library instruction classes; works with faculty and students in Black Studies and related departments; and coaches students on how to find and use library resources at the reference desk and in one-on-one consultations. Jennifer is really excited to be a part of the vibrant UCSB community and looks forward to meeting and working with many more colleagues and community members. Originally from New York City, Jennifer received her B.A. from Swarthmore College. She completed her Masters in Library and Information Science from the University of North Carolina at Chapel Hill. She comes to UCSB from Duke University, where she was the Reference Services and Collection Development Librarian for the John Hope Franklin Research Center.

Sócrates Silva is the newest Latin American and Iberian Studies Librarian at the UCSB Library. He is responsible for collection development, reference, instruction, and other liaison duties for the Spanish and Portuguese Department and the Latin American and Iberian Studies Program. Before coming to UCSB in July 2012, Sócrates was an Associate Editor at the *Hispanic American Periodicals Index* (HAPI), which is published at the University of California, Los Angeles. He learned a lot about scholarly production and publishing while editing this key reference source, but he was looking to move into a position that provided more active interaction with faculty and students. UCSB was particularly attractive because of the diversity of the student population and the interdisciplinary challenges the scholarly community is engaged with here. It has been his pleasure to meet scholars who are working on such a broad range of inquiry. He is looking forward to collaborating with those he has met and those who he is still to meet. Sócrates has Masters degrees in Latin American Studies and Library and Information Studies, both from UCLA.



Professor France Winddance Twine

In her book *Girls With Guns — Firearms, Feminism, and Militarism* (Routledge, 2013), France Winddance Twine, a professor of sociology at UC Santa Barbara, studies women as gun owners, and the different sensibilities they have regarding their handguns and rifles. “I wanted to begin a conversation about the wide range of experiences women have with guns — specifically, women whose relationships with them begin in childhood versus those whose relationships begin with employment. I don’t see that discussion occurring.”

In *Girls With Guns*, Twine offers a much-needed comparative analysis of the dilemmas that gender and class inequality, nationalism, and race and racism generate for women of diverse backgrounds — particularly those who struggle to balance conventional gender roles, femininity, and gendered violence in the United States.

Twine opens with a look at Annie Oakley, the sharpshooter and star of Buffalo Bill Cody’s Wild West Shows. Although Oakley regularly outperformed her male competition, Twine contends that her success was widely accepted because she conformed to Victorian gender roles and never challenged gender inequality. “She never smoked, drank, or used profanity, she always wore a dress on stage, and she completely distanced herself from women who were fighting for gender equality,” Twine said. “That was central to her being able to beat men in a sport that was dominated by men.”

From Oakley, Twine moves on to a discussion of Bonnie Parker, of Bonnie and Clyde bank-robbing fame. Parker, she said, was a woman operating in a male-dominated world — not unlike the military, in which men make the rules. “As a gender outlaw who was engaged in what was considered organized crime, Parker had an entirely different relationship with guns,” said Twine. She violated gender conventions by carrying weapons, but, like Oakley, gun moll Parker still operated within certain gender norms. She dressed fashionably and had enormous sex appeal.

According to Twine, guns are polysemic — their meanings change, depending on the context in which they are used — and that quality makes the national debate about gun control and regulation a complex one. “I’ve seen regional differences in how people relate to guns,” she said. “People with different experiences are having difficulty talking to each other. I wanted to create one analytical frame that brings together people who use guns professionally and are authorized to use violence on behalf of the state — women who use them for self-defense or recreation, and heritage hunters, like Sarah Palin, who grew up with them.”



France Winddance Twine

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