

CHICANO STUDIES INSTITUTE

ANNUAL REPORT

2013/14

University of California, Santa Barbara



Prepared by:

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Mission Statement

The Chicano Studies Institute at UC Santa Barbara facilitates interdisciplinary and field-specific research as scholars and students from all disciplines pursue work that helps policy makers, fellow researchers, educators, service providers and the interested public better understand the most pressing issues pertaining to Chicana/o and Latina/o populations. Addressing topics such as community formation, academic achievement, health education, cultural literacy, and math/science proficiency from a variety of disciplinary perspectives, the rich collaborations at the Institute cultivate a better understanding regarding the ways that local, state-wide, national and international forces interact, often times with profound impact. Of crucial importance is the Institute's role in training future generations of scholars equipped to tackle these fundamentally important issues.



Director's Statement

Since its inception, the Chicano Studies Institute has played a pivotal role in advancing knowledge on cultural practices, historical development, the experiences of immigrants and related socio-economic conditions, education, and the health of the Chicano-Latino population. The CSI accomplishes its mission by supporting research in the liberal arts, education, and social sciences that focuses on the Mexican American and broader Latino experience. In general, CSI business activities include administering grants awarded to faculty and students, offering a competitive grant program, establishing a CSI graduate student affiliate program, and disseminating research findings that advance the field. The Institute also sponsors events and programs that draw from Chicano/Mexican and Latino film and art traditions, history, and often features distinguished speakers. CSI also played a role this year in sponsoring a major conference that brought attention to the emerging status of UCSB as a Hispanic Serving Institution.

Our dedicated staff also assists with many aspects of the grant submission process. Faculty apply for research funds from UCOP, federal agencies and private organizations. This year the CSI staff assisted with three grant applications totaling \$87,490. We are also managing grant awards from the National Institutes of Health, \$311,965, William T. Grant Foundation \$90,397, UC MEXUS, \$5,495 and the Fund for Santa Barbara \$5,822

Managed Grants

Professor Victor Rios from the sociology department is in his last year of funding from the William T. Grant Foundation. The aim of the study was to address the needs of young men who are labeled as gang members to understand what conditions these young people become caught up in crime and under what conditions they are able to abandon crime. A major component of the study is the assessment of how mentoring contributes to how much progress young men can achieve with support from community members. Dr. Rios is also involved in another grant received by the Santa Barbara High School Foundation which has enabled him to examine contributing factors underlying the achievement gap between Latino and White high school students. Undergraduate and graduate student team members have surveyed and interviewed a number of teachers, students, and administrators regarding their perceptions of how to narrow the gap. This study is important because California is the nation's largest public school system and the dropout rate is well above the national average.

In collaboration with Professors Okamoto, Bianchini, and Lee from the Department of Education, Professor Romo completed her second year of funding from the National Institutes of Health. They received a Science Education Partnership Award in the amount of \$1,200,274 to design and test the efficacy of a program that teaches low-income preschool children about health concepts (cold/flu prevention and nutrition) through science activities. The children are exposed to biological concepts that help them make sense of healthy behaviors through hands-on activities, books, and songs. Part of the curriculum enables children to develop science-inquiry skills to succeed in kindergarten. This study addresses the need to provide children from low-income preschool children from Spanish-language backgrounds with en-

riching educational experiences in the early years of their educational trajectory. Low-income children begin kindergarten at a significant disadvantage compared to European American children in multiple subject areas.

Through a recent supplemental award grant competition, the National Institutes of Health awarded funds to Professor Romo and colleagues to implement a parent nutrition program for Latina mothers that will accompany the program that their preschool children are receiving at school. Most experts consider primary prevention the best approach in dealing with childhood overweight. Compelling evidence suggests parents, especially mothers, are key players in preventing childhood obesity by developing a home environment that fosters healthful eating behaviors among children. In this study, the mothers were taught about the nutritional properties of food and healthy eating practices to help their children comply with eating a healthy diet. The mothers learned about curriculum concepts that their children were exposed to at school. Analyses are underway to test the effectiveness of this program.

Francisco Fuentes, a graduate student in Chicana and Chicano Studies received a UC MEXUS Dissertation Research Grant (Ralph Armbruster-Sandoval, Faculty Advisor). The grant is entitled "Christian Youth Culture and Chicano Communities at the San Diego-Tijuana Border." The purpose of the study is to explore the ways that young evangelicos of Mexican-origin understand and practice their religious and racial identities, while contending with the reality of rising social polarization along the U.S.-Mexico border. Findings will shed light on the impact of a transnational political-economy on a border community.

Professor Mario Garcia, Department of Chicana and Chicano Studies, received a UC MEXUS Faculty Small Grant to conduct an oral history project focused on Latino physicians in Santa Barbara county to examine how they have succeeded in becoming doctors. This question is important because culture including language especially for Latino immigrants is often one of the reasons why many Latinos do not have a primary care

doctors. Latino doctors represent only 5% of all US doctors. This study has implications for developing better outreach programs to recruit Latinos into medical schools.

Professor Carlos Morton, Theater and Dance, received a UC MEXUS Faculty Small Grant to write a play entitled "Brown Buffalo". The source material for the play is inspired by the work of Acosta, a Mexican American attorney, political activist, and author who wrote two books, *The Autobiography of a Brown Buffalo* (1972) and *The Revolt of the Cockroach People* (1973). "Brown Buffalo" has been selected for another staged reading in New York City this coming March as part of the IATI Cimientos Reading Series. This is a critical "stage" in the development of the play as it will be read by professional actors with potential producers present. Professor Morton comments, "I would like to work with a competent director and creative actors to "show" rather than 'tell.'"

Seed Grants

The CSI distributes resources to graduate students and faculty to support Latino-focused research. With dissertation grants that ranged from \$1,000 to \$2,500, 16 graduate students received funds to complete their research projects. The projects focused on themes (to name a few) related to (1) how transnational Salvadoran families connect through everyday activities; (2) the ways in which queer Mexican Immigrant self-identified women living in Southern California resist various forms of marginalization; (3) how Chicanas/Latinas negotiate opportunities for occupational mobility in department store work; (4) coping responses that buffer the harmful effects of racial microaggressions on Latina/o students mental health and attitudes about finishing college; (5) ways and under what conditions do underrepresented youth develop and maintain successful science identities; (6) understanding factors that contribute to racial disproportionality in discipline and school suspension/exclusion; and (7) how children of Salvadoran migrants negotiate, capture, and make sense of their identity.

Sponsorship of Conferences and Other Events

We fulfilled requests from faculty and students to co-sponsor campus events and conferences, including the Sal Castro Memorial Conference, ¡Gaytino!, a colorful performance by Dan Guerrero, The Luis Leal Award for Distinction in Chicano/Latino Literature, and the Development of UCSB as a Hispanic Serving Intensive Research Institution (HSI Workshop).

HSI Workshop

Recognizing that institutions face several challenges in effectively serving Latino students, the U.S. Department of Education allocates millions of dollars annually for Hispanic Serving Institutions (HSI) through competitive grant programs. HSIs are defined as accredited degree-granting colleges and universities with Latino students accounting for 25 percent or more of full-time equivalent (FTE) undergraduate enrollment. Department of Education HSI grants, as well as National Science Foundation, National Institutes of Health, National Endowment for the Humanities, among others can be used for many purposes to serve all low-income students on an HSI campus, including faculty development, academic programming, curriculum development, scientific or lab equipment for teaching, academic tutoring, counseling programs, and student support services.

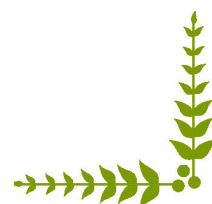
In Fall 2013, three of the nine UC campuses (Riverside, Merced, and Santa Cruz) qualified for HSI eligibility. UCSB qualified as an emerging HSI with Latino students accounting for 24.9% of undergraduate enrollment. It is expected that UCSB will reach 25% beginning in academic year 2014-15. Anticipating this outcome, the CSI in collaboration with Professors Duran and Segura, as well as Vice-chancellor of Diversity and Equity, Maria Herrera-Sobek, developed an invitational one-day campus-wide workshop to bring attention to this issue ("The Development of UCSB as a Hispanic Serving Research Intensive University"). Faculty, staff, and students learned about what it means for UC to be "Hispanic serving" in light of UC's trifold mission of research, teaching, and service. Faculty speakers presented information about the historical context of serving Latino students enrolled at UCSB and about the significant opportunities and challenges that UC faces as we become an HSI. This is the first of

several conferences we will sponsor to initiate a campus-wide dialogue about the ways that shifting demographics in California will shape UCSB.

Disseminating Findings

Another venture of the CSI last year (led by Professor Aida Hurtado) was the creation of an electronic e-journal tentatively titled *rEvista Digital: A Multigenre, Multimedia E-journal*. Working papers, articles, research reports, position papers and various other works in progress by UCSB faculty and students will be posted to the e-journal website. By making this scholarship available online, we hope to serve as a resource and create dialogue among researchers to develop new ideas. This online outlet will explore academic and artistic output on contemporary issues with a special focus on Chicana/o Studies, Black Studies, Asian American Studies, and Feminist Studies.

All in all, we feel that we have met the goals of the mission of the CSI in academic year 2013-14, and we look forward to new opportunities coming forth in the new year. A committed advisory board made up of Latino faculty from various disciplines met quarterly to oversee the management of the CSI and participate in decisions to enhance its programs. We could not have accomplished our goals without them. A dedicated staff helped carry out the functions of the CSI. We were fortunate to recruit Raphaëlla Nau to fulfill this leadership position, along with Jazmin Gomez. Finally, the accomplishments described here were made possible because the CSI has been generously supported by both the Office of Research and the Executive Vice Chancellor's Office. All of us affiliated with the CSI deeply appreciate the financial commitments made to the unit.



Other Projects and Activities

The CSI also sponsored and co-sponsored a wide variety of conferences and events during the academic year.

- A conference on the emerging historiography of the Chicano Movement of the 1960s and 1970s, the largest and most widespread civil rights and empowerment movement by Mexican Americans. Lead Organizer – Professor Mario T. Garcia

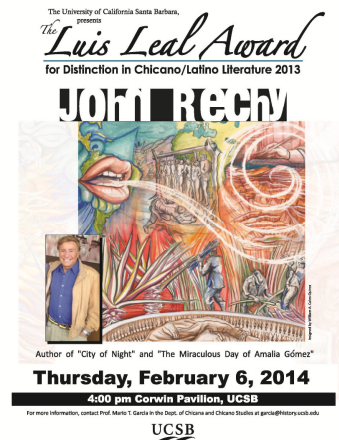


- Workshop on the Development of UCSB as a Hispanic Serving Intensive Research Institution.



- Luis Leal Writer Award for Distinction in Chicano/Latino Literature presented to John Rechy, novelist and PEN-USA-West's Life-

time Achievement Award winner, and faculty at the University of Southern California. Lead Organizer – Mario T. Garcia



- The 16th Colloquium on Mexican Literature: Huellas Del Tiempo, examines the 'footsteps of time' from the connections of literature with other disciplines or with other media, such as radio, cinema and photography, in themes such as History, Daily Life, Language and Psychology.



CSI Grant (Seed) Funding Awards

2013/14 CSI FACULTY AWARDS

Walid Afifi, Professor (*Department of Communications*)
Ines Casillas, Assistant Professor (*Department of Chicana and Chicano Studies*)
Melissa L. Consoli, Assistant Professor (*Gevirtz Graduate School of Education*)
Mario T. Garcia, Professor (*Department of Chicana and Chicano Studies*)
Karen Gibson, Assistant Professor (*Gevirtz Graduate School of Education*)
Ellie D. Hernandez, Associate Professor (*Department of Feminist Studies*)
Jin Sook Lee, Professor (*Gevirtz Graduate School of Education*)
Dana E. Mastro, Professor (*Department of Communications*)
Carlos Morton, Professor (*Department of Theatre and Dance*)
Victor Rios, Associate Professor, (*Department of Sociology*)
Chela Sandoval, Associate Professor (*Department of Chicana and Chicano Studies*)
Ines Talamantez, Associate Professor, (*Department of Religious Studies*)
Tara Yosso, Associate Professor (*Department of Chicana and Chicano Studies*)

2013/14 CSI GRADUATE AWARDS

Lynnette Arnold (*Linguistics*)
Sandibel Borges (*Department of Feminist Studies*)
Magali Bravo (*Gevirtz Graduate School of Education*)
Pati Cabrera (*Counseling, Clinical, and School Psychology*)
William Calvo (*Department of Chicana and Chicano Studies*)

Janette Diaz (*Department of Sociology*)
Jerry Flores (*Department of Sociology*)
Mario Galicia (*Department of Sociology*)
Amber Rose Gonzalez (*Department of Chicana and Chicano Studies*)
Melissa Guzman (*Department of Sociology*)
Rafael Hernandez (*Counseling, Clinical, and School Psychology*)
Sara Hinojos (*Department of Chicana and Chicano Studies*)
Monica Lomeli (*Department of Sociology*)
Grayson Maas (*Department of Anthropology*)
Ashley Mayworm (*Counseling, Clinical, and School Psychology*)
Steven Osuna (*Department of Sociology*)
Marla Ramirez (*Department of Chicana and Chicano Studies*)
Sarah Rios (*Department of Sociology*)
Ester Trujillo (*Department of Chicana and Chicano Studies*)



Research Summaries & Awards

Francisco Fuentes, Graduate Student, Chicana and Chicano Studies - UC MEXUS Dissertation Research Grant – Ralph Armbruster-Sandoval, Faculty Advisor – *Christian Youth Culture and Chicano Communities at the San Diego-Tijuana Border*, 7/01/2010 – 6/30/2014, \$11,650.

One in three Chicanos is now evangelico, or Pentecostal, and/or under the age of twenty. Thus, recent studies have explored evangelicos within the emerging study of Chicano religions. Despite the rising focus on evangelicos, scholarship explicitly focused on the practices and race

Research Summaries & Awards Continued

relations among evangelico youth in the borderlands remains limited. The purpose of the current qualitative study is to explore the ways in which young evangelicos of Mexican-origin understand and practice their religious and racial identities, while contending with the reality of rising social polarization along the U.S.-Mexico border. This investigation takes place within Tijuana-San Diego border communities. Emphasis is given to the impact on race relations by religion in non-religious spaces. This interdisciplinary study uses ethnographic methods of data collection; including interviews, participant-observation, and weekly focus groups across multiple sites. Sociocultural theories and studies on Chicano religions are used to inform analysis of how participants live within and across various kinds of public spaces. Findings seek to shed light on the impact of a transnational political-economy on a border community.

Mario T. Garcia Professor, Chicana and Chicano Studies – UC MEXUS Faculty Small Grant – *Latino Physicians: A Collective Testimonio*, 7/1/2012 – 3/31/2014 – \$1,500

Diseases such as diabetes, heart problems, and obesity are major health problems for Latinos. Complicating this is the lack of health insurance for about half of all Latinos. In part these health issues are further exasperated by the death of Latino physicians. Culture including language especially for Latino immigrants is often one of the reasons why many do not have a primary care doctor. Only 6.4% of students coming out of medical schools in the country are Latinos and Latino doctors represent only 5% of all U.S. doctors. This research project concerns how Chicano Studies can address such health and medical issues. This was an oral history project focused on interviewing the small number of

Latino physicians in Santa Barbara County to examine how they have succeeded in becoming doctors and how their experiences may help in developing better outreach programs to recruit Latinos into medical school.

Carlos Morton, Professor, Theater and Dance - UC MEXUS Faculty Small Grant - *In Search Of The Brown Buffalo*, 03/01/2014 - 02/28/2015 - \$990 Writing a play about a real person can be difficult, especially when dealing with a controversial character like Oscar "Zeta" Acosta (1935-1974). The source material for the play "Brown Buffalo" is inspired by the work of Acosta, a Mexican American attorney, political activist, and author who wrote two books, The Autobiography of a Brown Buffalo (1972) and The Revolt of the Cockroach People (1973). In 1974 Acosta disappeared in Mexico and his body was never found.

"Brown Buffalo" has been selected for another staged reading in New York City this coming March as part of the IATI Cimientos Reading Series. This is a critical "stage" in the development of the play as it will be read by professional actors with potential producers present. I would like to work with a competent director and creative actors to "show" rather than "tell." Another area of concern is the protagonist's quest, namely to "find his body" as per the advice of the *Abuelos* who represent his family and indigenous self. This can be interpreted in different ways; to discover his true calling, the different professions he chooses -- charismatic preacher, a lawyer who fought for the civil rights of Chicanos, a political activist who ran for Sheriff of Los Angeles, and finally a novelist who is considered by many critics to be a seminal figure in Chicano literature. Currently the protagonist's quest or "plan" is often submerged along with the climax -- the grisly autopsy of a

Research Summaries & Awards Continued

Chicano youth slain by the Los Angeles Police.

Rios, Victor, Professor, William T. Grant Foundation - *Understanding Processes of Crime and Desistance Among Gang Associated Delinquent Youths*, 7/1/2011-12/31/2014, \$305,019

Objectives for this three-year field study are to make contributions to social science's understanding of the relationship between youth settings and gang related crime. This project will advance current theory on the processes in which gang associated youths become involved in crime and the conditions in which they abandon crime. I will accomplish the research objectives by studying neighborhood effects among a group of delinquent, gang-associated youths. The central questions in this study are, *Under what conditions do delinquent gang associated youths commit crime? And under what conditions do they desist from committing crime?*

The study of neighborhood effects attempts to uncover how individuals experience local setting processes and how these shape individual action and perception. One central question in the study of youth settings is, who has the power to determine what cultural frames are appropriate for garnering resources? By studying the quality of interactions between youths and authority figures I seek to examine the expectations that authority figures and youths have of each other and to analyze the processes by which these expectations affect educational, labor market, health, and discipline and incarceration outcomes.

Romo, Laura, Professor, National Institutes of Health - *Integrating Health and Biology in a Sci-*

ence Curriculum for Latino Preschoolers. 7/1/2012 - 6/30/2017

Children from low-income language minority backgrounds begin kindergarten at a significant disadvantage compared to their English-speaking peers, highlighting the need to provide them with enriching educational experiences in early childhood. Many state readiness standards now highlight preschool science as a key domain in the preparation of young children for the transition into formal schooling (Head Start, 2007). Yet, the lack of studies with rigorous research designs to evaluate the effectiveness of preschool science curricula has prevented researchers from drawing conclusions about best practices. In addition, preschool science curricula have been designed for classrooms made up of European American children from middle income backgrounds and the effectiveness of these programs have not been tested with low-income Latino preschool children from Spanish-speaking backgrounds. The overall goal of the proposed study is to design and test the efficacy of a preschool science curriculum for low-income Latino children that focuses on improving their conceptual understanding of germ contagion and contamination, and food and nutrition, an area of interest to NIH related to developing creative and innovative research education to deliver information about healthy living in science to children. Our study is novel in that it integrates health and biology concepts in a multi-unit science curriculum, instead of introducing health information as a stand-alone topic outside of science, typical of preschool programs. In the proposed research, 40 preschool classrooms will

Research Summaries & Awards Continued

be assigned randomly to one of two experimental groups: 1) a treatment group that receives the biology-based health science curriculum; 2) an attention control group that receives a standard health curriculum from published, online materials. Within each experimental group, half of the classrooms will receive the curriculum in Spanish and the other half will receive the curriculum in English. All children, ages 4 and 5, will participate in pre- and posttest assessment sessions. We expect that relative to control group, children will show an increase in conceptual understanding of health concepts related to biological process, and science inquiry skills as measured by their capacity to ask questions and generate explanations. There will be significant increases on measures of science understanding and inquiry skills for both groups of children (those receiving the instruction in Spanish and those in English) although the overall effects of the experimental curriculum will be stronger for children receiving the instruction in their primary language (Spanish). This study will provide vital information for the development and dissemination of a biology-based pre-school health science program particularly for low-income Latino children from Spanish-speaking backgrounds, but appropriate for different types of learners.



Principal Investigator & Co-Investigators

Barvosa, Edwina, Associate Professor, Department of Chicana and Chicano Studies

Bianchini, Julie, Professor, Gevirtz Graduate School of Education

Fuentes, Francisco, Graduate Student, Department of Chicana and Chicano Studies-Faculty Advisor Ralph Armbruster-Sandoval

Garcia, Mario, Professor, Department of Chicana and Chicano Studies

Gomez, Jonathan, Graduate Student, Department of Sociology - Faculty Advisor George Lipsitz, Professor

Guzman, Melissa, Graduate Student, Department of Sociology - Faculty Advisor, Denise Segura, Professor

Hurtado, Aida, Professor, Department of Chicana and Chicano Studies

Lee, Jin Sook, Professor, Gevirtz Graduate School of Education

Lopez, Gustavo, Graduate Student, Department of Chicana and Chicano Studies-Faculty Advisor, Mario Garcia, Professor

Lopez-Aguado, Patrick, Graduate Student, Sociology - Faculty Advisor Victor Rios, Associate Professor

Madrigal, Tomas, Graduate Student, Anthropology - Faculty Advisor Juan Vicente Palerm, Professor

Morton, Carlos, Professor, Department of Theater and Dance

Okamoto, Yukari, Professor, Gevirtz Graduate School of Education

Rios, Victor, Associate Professor, Department of Sociology

Romo, Laura, Associate Professor, Gevirtz Graduate School of Education

ORGANIZATION CHART
CHICANO STUDIES INSTITUTE, 2013-14

Michael Witherell
Vice Chancellor
Office of Research

Laura Romo
Director
Chicano Studies Institute

Advisory Committee (2013/14)

Victor Rios, Committee Chair, Sociology

Rudy Busto
Religious Studies

D. Ines Casillas
Chicana and Chicano Studies

Mario Castellanos
Office of Education Partnerships

Maria Herrera-Sobek
Chicana and Chicano Studies

Aida Hurtado
Chicana and Chicano Studies
Luis Leal Endowed Chair

Rebeca Mireles Rios
Education

Chicano Studies Institute Staff

Raphaëlla Nau, Business Officer

Jazmín Gómez, Financial & Publications Assistant

Chicano Studies Institute Space Survey

Unit Name	Bldg.#	Building Name	Room #	asf	Room type	Last Name	First Name	Title Code	Payroll Title
Chicano Studies Institute	528	SOUTH HALL	4501	123	RESRCH OFC	Various	Students, Laura		Various
Chicano Studies Institute	528	SOUTH HALL	4503	403	CONFERENCE	Various	Faculty,Students,Staff		Various
Chicano Studies Institute	528	SOUTH HALL	4507	123	RESRCH OFC	Adolescent Developm	Students/Romo		Various
Chicano Studies Institute	528	SOUTH HALL	4509	123	RESRCH OFC	Adolescent Developm	Students/Romo		Various
Chicano Studies Institute	528	SOUTH HALL	4511	123	RESRCH OFC	Latino Health Center	Laura	1203	Professor
Chicano Studies Institute	528	SOUTH HALL	4512	123	RESRCH OFC	Aldana	Gerardo	1100	Asst Prof
Chicano Studies Institute	528	SOUTH HALL	4513	123	RESRCH OFC	Luis Leal Endowed CI	Aida		Professor
Chicano Studies Institute	528	SOUTH HALL	4514	122	OTHER OFF	Romo	Laura	1203	Professor
Chicano Studies Institute	528	SOUTH HALL	4515	123	OTHER OFF	Nau	Raphaëlla	7246	Analyst III
Chicano Studies Institute	528	SOUTH HALL	4516	123	ALTERATION	Various	Faculty,Students,Staff		Various
Chicano Studies Institute	528	SOUTH HALL	4517	123	OTHER OFF	Gomez	Jazmin	4723	Blank Assistant II
Chicano Studies Institute	528	SOUTH HALL	4518	123	ALTERATION	Various	Faculty,Student:		Various

1632 asf

Room 4501 on loan from VCR

Chicano Studies Institute has three offices on loan in building 406

406 CCHS	116	RESRCH OFC	Marquez	Marisela	PI
406 CCHS	115	RESRCH OFC	Garcia	Mario	PI
406 CCHS	114	OTHER OFF	Storage		

Undergraduate Students

- 1 Alex Sutter
- 2 Anayeli Flores
- 3 Austin White
- 4 Bertao, Chloe
- 5 Brandt, Chrsitine
- 6 Bravo, Stephany
- 7 Catherine Pudlik
- 8 Cindy Artega
- 9 Danielle Burbank
- 10 Davison, Erin
- 11 Devoto, Sarah
- 12 Erica Dimas
- 13 Gabby Gutierrez
- 14 Guillen, Patricia
- 15 Gutierrez-Serrano, Gabriella
- 16 Henretty, Jordan
- 17 Jacqueline Partida
- 18 Jaime-Ponce, Eileen
- 19 Jennifer Ocampo
- 20 Jessica Krachman
- 21 Lepe, Jacqueline
- 22 Mary Jane Barajas
- 23 Mendez, Xenia
- 24 Meribeth Ochoa
- 25 Michelle Torres
- 26 Molina, Max
- 27 Mora, Gabriela
- 28 Morton, Desirae
- 29 Olivera, Mayte
- 30 Onofre Flores, Anayeli
- 31 Ortez, Cindy
- 32 Paniagua, Ariana
- 33 Patterson, Alicia
- 34 Pineda, Cecilia
- 35 Raymok Ketema
- 36 Reyes, Maria
- 37 Rojas, Gladis
- 38 Torres, Arlene
- 39 Torres, Dianica
- 40 Tu, Douglas
- 41 Valenzuela, Mikaila
- 42 Wertz, Kalie
- 43 Zohoori, Siavash

Graduate Students

- 1 Arnold, Lynnette
- 2 Bancroft, Corinne
- 3 Barragan Miranda, Janett
- 4 Bax, Anna
- 5 Bermudez, Rosie
- 6 Borges, Sandibel
- 7 Brake, Sherice
- 8 Bravo, Magali
- 9 Bredenoord, Claire
- 10 Cabrera, A. Pati
- 11 Calvo, William A
- 12 Chavez, Marina
- 13 Ewing, Tracy
- 14 Ferrada, Juan Sebastian
- 15 Flores, Jerry
- 16 Fuentes, Francisco
- 17 Galicia, Mario G
- 18 Gonzalez, Amber Rose
- 19 Guzman, Melissa
- 20 Hallowell, David
- 21 Harmon, Lois
- 22 Hernandez, Rafael J
- 23 Hinojos, Sara V
- 24 LaJoy, Jonna
- 25 Lechuga, Stephanie
- 26 Lomeli, Monica
- 27 Lopez, Gustavo
- 28 Maas, Grayson
- 29 Maldonado, Maria
- 30 Mayworm, Ashley M
- 31 Mojarro, Allina
- 32 Osuna, Steven
- 33 Pieng, Patrick
- 34 Ramirez, Marla A
- 35 Rangel, Salvador
- 36 Rios, Sarah M
- 37 Rodriguez, Liliana
- 38 Salinas, Marisa
- 39 Soares, Kristie
- 40 Sun, Hala
- 41 Trujillo, Ester N
- 42 Witenko, Vanessa

Faculty Engaged in Research

- 1 Afifi, Walid A
- 2 Aldana, Gerardo
- 3 Barvosa, Edwina
- 4 Bianchini, Julie
- 5 Casillas, Ines
- 6 Consoli, Melissa L
- 7 Garcia, Mario T.
- 8 Gerber, Michael
- 9 Gibson, Karen
- 10 Hernandez, Ellie D
- 11 Herrera-Sobek, Maria
- 12 Hurtado, Aida
- 13 Lee, Jin Sook
- 14 Mastro, Dana E
- 15 Morton, Carlos
- 16 Okamoto, Yukari
- 17 Rios, Victor
- 18 Romo, Laura
- 19 Sandoval, Chela
- 20 Talamantez, Ines
- 21 Yosso, Tara

STATISTICAL SUMMARY FOR: Chicano Studies Institute

2013-2014

1. Academic personnel engaged in research:	
a. Faculty	21
b. Professional Researchers (including Visiting)	0
c. Project Scientists	0
d. Specialists	0
e. Postdoctoral Scholars	0
f. Postgraduate Researchers	0
TOTAL	21
2. Graduate Students:	
a. Employed on contracts and grants	19
b. Employed on other sources of funds	4
c. Participating through assistantships	
d. Participating through traineeships	
e. Other (specify)	19
TOTAL	42
3. Undergraduate Students:	
a. Employed on contracts and grants	23
b. Employed on other funds	5
c. Number of volunteers, & unpaid interns	15
TOTAL	43
4. Participation from outside UCSB: <u>(optional)</u>	
a. Academics (without Salary Academic Visitors)	1
b. Other (specify)	
5. Staff (Univ. & Non-Univ. Funds):	
a. Technical	4
b. Administrative/Clerical	2
6. Seminars, symposia, workshops sponsored	10
7. Proposals submitted	4
8. Number of different awarding agencies dealt with*	3
9. Number of extramural awards administered	9
10. Dollar value of extramural awards administered during year**	627,066
11. Number of Principal Investigators***	8
12. Dollar value of other project awards ****	92,819
13. Number of other projects administered	10
14. Total base budget for the year (as of June 30, 2014)	123,741
15. Dollar value of intramural support	57,552
16. Total assigned square footage in ORU	1,632
17. Dollar value of awards for year (08 Total)	320,688

* Count each agency only once (include agencies to which proposals have been submitted).

** If the award was open during the year, even if for only one month, please include in total.

*** Number of PIs, Co-PIs and Proposed PIs (count each person only once.)

**** Other projects - such as donation, presidential awards, fellowships,
anything that isn't core budget, extramural, or intramural.

ORU BUDGET SUMMARY FOR: Chicano Studies Institute

(as of 6/30/14)

PERMANENT	FTE	APPROPRIATION	EXPENSE
Academic Salaries	1.00		
Director			
Stipend		\$8,000	\$8,000
Staff Salaries	1.75	\$87,132	\$71,161
General Assistance		\$926	\$3,228
Employee Benefits			
Supplies & Expense		\$2,723	\$2,723
Travel & Equipment			
Other		\$24,460	\$14,855
Total 2012-2013		\$123,241	\$99,967
Less budgetary savings target		\$7,962	
Adjusted total 2012-2013	2.75	\$115,279	\$99,967
Carry forward/(overdraft)			\$15,312

TEMPORARY

Intramural Funding*-Funds allocated directly to Organized Research Unit

Person/Project-Source of funds	APPROPRIATION	EXPENSE
Carry forward (overdraft from prior year)	\$5,893	\$13,941
Indirect Cost Return 2013-2014	\$1,480	\$1,480
Research Projects (Seed funds)	\$20,000	\$18,500
Conference	\$10,000	\$0
Supplies and Expenses, Publications/Computing	\$10,500	\$7,100
Computing (OR)	\$5,000	\$5,000
Grad Mentor Support	\$5,000	\$5,000
Lopez-UCCNRS	\$2,630	\$2,630
Total Appropriations/Expenses	\$60,503	\$53,651
Carry forward/(overdraft)		\$6,852

Recharge/Income Account	INCOME	EXPENSE
Academic Salaries		
Staff Salaries		
General Assistance		
S&E		
Benefits		
Other		
Total Recharge Income/Expenses	\$0	\$0
Carry forward/(overdraft)		\$0

Other Income (specify source and use)	INCOME	EXPENSE
Donations/Gifts/Endowments		
Ventana Abierta Journal	262	307.97
Total Other Income/Expenses	262	307.97
Carry forward/(overdraft)		-45.97
Total Funding/Expenses for FY 2012-2013	\$176,044	\$153,926
Total carry forward/(overdraft)		\$22,119

*Do not include funds which were processed by the Sponsored Projects Office.