

## TABLE OF CONTENT AND LINKS

<a href="#"><u>CSI MISSION</u></a>	<a href="#"><u>1</u></a>
<a href="#"><u>OVERVIEW</u></a>	<a href="#"><u>2-3</u></a>
<a href="#"><u>EXECUTIVE SUMMARY</u></a>	<a href="#"><u>4-7</u></a>
<a href="#"><u>ORGANIZATIONAL CHART</u></a>	<a href="#"><u>8</u></a>
<a href="#"><u>ADVISORY COMMITTEE, ADMINISTRATIVE AND TECHNICAL STAFF</u></a>	<a href="#"><u>9</u></a>
<a href="#"><u>PUBLICATIONS</u></a>	<a href="#"><u>10</u></a>
<a href="#"><u>STATISTICAL SUMMARY</u></a>	<a href="#"><u>11</u></a>
<a href="#"><u>PRINCIPAL INVESTIGATOR LIST</u></a>	<a href="#"><u>12</u></a>
<a href="#"><u>GRADUATE AND UNDERGRADUATE STUDENTS</u></a>	<a href="#"><u>12-14</u></a>
<a href="#"><u>EXTERNAL PARTICIPANTS</u></a>	<a href="#"><u>14</u></a>

Cover Photo art by Joseph Meza, winner of the CSI Undergraduate Logo Design Competition

# CHICANO STUDIES INSTITUTE

## MISSION STATEMENT

The Chicano Studies Institute is dedicated to advancing knowledge on cultural practices, the historical development, the experiences of immigrants and related socio-economic conditions, education, and the health of Chicano-Latino population. The CSI accomplishes its mission by supporting research across disciplines focused on the Mexican and Mexican American experience as well as the broader Latino experience. 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.



## OVERVIEW

Since its founding in 1969, the Chicano Studies Institute has played a pivotal role in facilitating scholarly research on the Chicano/Latino population. Through interdisciplinary and field-specific research, faculty and students from all disciplines have worked to enhance our understanding of Chicano/Latino cultural practices, historical development, socioeconomic conditions, educational achievement, health issues, neighborhood contexts of youth development, inequalities and other pressing issues that affect Latinos. The Institute plays a pivotal role in facilitating faculty and graduate student scholarly research foremost through grant application-related services aimed at supporting proposal development and writing.

The CSI administers two research grants programs. Through a competitive process, we award small seed grants to faculty across disciplines to facilitate the acquisition of extramural support by creating opportunities to collect pilot data, as well as enable projects to reach conclusion. Similarly, through our competitive Dissertation Research Grants program, doctoral students can apply for funding to support expenses related to their respective projects. At the completion of the award period, dissertation students present their work at a symposium hosted by the CSI Advisory Board Committee.

We support research excellence by providing computer lab space for our faculty seed grant award recipients for their graduate and undergraduate research assistants. The space affords opportunities for data collection, data entry, and transcribing. In addition, as part of the Dissertation Research Grant award, doctoral students have a separate computer lab space to work on their projects.

The CSI supports campus efforts to meet the needs of its growing Latino student population as part of its mission as a Hispanic Serving Institution. Through our structured New Heights Graduate-Undergraduate Mentoring Program, first generation Latino graduate students serve as mentors to first generation ethnic minority undergraduate students to support their steps in getting involved in formal research mentoring programs and internships. Graduate students guide their mentees in their search for research opportunities and panels of ethnic minority faculty advise students on tangible ways to better connect with professors to increase their academic integration. The program also provides graduate students with professional development opportunities to help them grow and succeed in their roles as mentors.

The CSI houses the Center for Research on Latino Health, a center to promote research aimed at developing a better understanding of health issues pertaining to the Latino population. The specific aims are: (1) to foster a network for communication among faculty regarding Latino health issues; (2) to foster grant collaborations among health researchers to address the multiple and complex challenges posed by health disparities;

and (3) to offer research opportunities to undergraduates who are considering careers in the health profession.

We are also dedicated to facilitating events or functions that promote awareness and understanding of the broader Latino experience. We hold a campus-wide competition for faculty to apply for small conference awards or fulfill requests from faculty to co-sponsor events (public lectures, seminars, conferences, art exhibits, symposia) that are open to faculty and students on campus and in some cases, to the public.

## **EXECUTIVE SUMMARY**

During 2017-18, CSI staff assisted with grant applications totaling \$1,525,905.36 to funding sources including the National Science Foundation, National Institute of Health, UC Mexus, UCSB Faculty Outreach Grant, UCSB Academic Senate grants.

**CSI faculty seed grants** were awarded to six faculty from the departments of Communication, Clinical and Counseling Psychology, Education, Feminist Studies, Sociology, and Theater and Dance. Topics included: (1) Sibling relationships and immigration status; (2) Social media and DACA students; (3) Impacts after NAFTA on the circulation of erotic goods and ideas; (4) Socioemotional health of Latina/o college students; (5) Collaborative performance examining immigration and DACA; and (6) Latina/Chicana contemporary protests.

**CSI dissertation grants** were awarded to 12 students from the departments of Chicano Studies, Clinical and Counseling Psychology, Communication, Political Science, and Sociology. Sample dissertation topics included: (1) Environmental racism and health justice; (2) Chicana/o Folkloric practice; (3) Articulating queerness in Chicana/o Context; (4) Immigration; (5) English Language Learners in the US; (6) Trauma stress and Latina/o adolescents; (7) Affect in Latina narratives; and (8) Racial linguistic perceptions.

## **Research Accomplishments**

### **Integrating health concepts into science activities for Latino preschoolers.**

*Professors Romo, Okamoto, Bianchini, and Lee* from the Gevirtz Graduate School of Education completed their 6th year of funding from a National Institute of Health Science Education Partnership Award. The goal of the project was to design and test the efficacy of a preschool science program that teaches low-income Latino children about health concepts related to cold/flu prevention and nutrition. Through an experimental group design, the investigators found that the newly designed instructional materials were effective in enhancing children's understanding of bodily functioning and how various behaviors such as hand washing or eating foods with different nutrients keep them healthy. Materials will be available on a website for preschool instructors. Manuscripts are in preparation.

**Metrics and the Humanities in Higher Education.** *Professor Chris Newfield*, English department, just completed the 1<sup>st</sup> year of a NEH Collaborative Research Award for "The Limits of Numerical: Metrics and the Humanities in Higher Education." This project consists of three teams at three universities exploring a pressing set of questions for the modern humanities and social sciences and their relation to policy: What are the effects of the introduction of numerically-based quantification into all aspects of social and cultural evaluation? Does quantification work against the values it is introduced to

support, promote or capture? The research team will report on four areas in which quantification (e.g., university rankings) has changed university teaching, research, administration, and public policy.

**Family Literacy Project.** (*Santa Barbara Public Library*). Professor *Rebeca Mireles Rios* from the Gevirtz Graduate School of Education completed a 1-year grant funded by the City of Santa Barbara to conduct "An Ethnographic Study of Homework and Reading Programs: Student, Family and School Interactions". The program offers homework support and reading programs for local elementary school-age children and parents/caregivers at the library. UCSB undergraduate students provide children with academic assistance as well as learning opportunities for parents. They collect data through ethnographic research methods, documenting the interactions between parents, students, and staff. Data analyses are underway.

**Motivating Latina high school students to pursue and persist in STEM majors**  
One mission of the CSI is to be more actively involved in K-12 outreach activities. In 2017-18, Laura Romo was awarded a Faculty Outreach Grant program to connect UCSB Latina undergraduate STEM majors to high STEM-achieving Latina senior high school students at Oxnard High School. Fourteen undergraduate students signed up for course credit to participate on various panels at the high school regarding what led to their decision to pursue a STEM major (including personal life circumstances), their experiences at UCSB as a STEM major (including how they overcame challenges, and their STEM career goals). The undergraduates also meet with the high school students with small high school groups to answer their questions about STEM majors. Follow-up interview data at the end of the current academic school year will be collected to assess factors that contributed to students' decision to enroll in college with the intent to pursue a STEM major. Discussions with the high school principal are underway on how the CSI and Oxnard High School can share resources and apply for grants to sustain the program.

**New Heights graduate-undergraduate mentoring program follow-up.** In 2017-18, graduate students who had participated as mentors in New Heights mentoring program presented results related to an informal evaluation of the program at national conferences. Program evaluation showed that students reported increased confidence that they could succeed in the UCSB environment, both academically and socially. Many signed-up for faculty research opportunities. As a follow-up assessment, CSI graduate student research assistant supervised a group of 199 RA students who conducted interviews with a subset of mentees in Fall quarter 2018 to determine whether there were any long terms effects of the program. Analysis of these interviews are underway. This data will be utilized to improve the New Heights mentoring program as well as to develop a more rigorous tool of assessment for programming and research purposes.

## **Five-year plans and aspirations: Accomplished goals in 2017-18**

### **1) Increasing grant submission activity**

Our goal every year is to seek ways to increase grant submission activity. The number of grants that were managed in 2017-18 did not meet our standards. However, we are finally seeing an uptick in activity that will be reflected in our 2018-19 report. One reason for the uprising trend is that ISBER has referred faculty to the CSI when their staff are unable to accommodate late requests for grant submission assistance. This has been a mutual beneficial arrangement. Another reason is that members of our Advisory Board have applied for more grants themselves, or serve as co-investigators on grants with other faculty and have requested that their grants be transferred to us. We now recognize that increasing faculty grant submission activity will require reaching out to faculty on a personal level. The Advisory Board is strategizing ideas on how we can better accomplish this task.

We are working closely with a grant writer from Student Affairs to help them secure funding for their projects that can be administered through the CSI. Grant writers need collaborations with social science researchers who are trained to conduct well-designed studies. My training in advanced statistics as well as qualitative methods allows me to serve this role. We foresee an increase in grant submission activity through this channel.

### **2) The development of the Center for Research on Latino Health**

The CSI houses the Center for Research on Latino Health, a center whose purpose is to promote research aimed at developing a better understanding of health issues pertaining to the Latino population. In 2017-18, we achieved our goal of forming a committee of faculty across disciplines (Asian American Studies, Communication, Clinical and Counseling Psychology, Feminist Studies, Geography, Sociology) who will lead the way in these efforts. In our initial meeting, we discussed: (1) creating research opportunities through a structured program for first generation Latino undergraduates across disciplines who are interested in becoming health researchers and professionals; (2) ideas for grant proposals to submit as a team; (3) whether we should hold a small campus conference to highlight our work on Latino health issues; and (4) whether to reach out to more faculty to join the committee. We will be meeting regularly in 2018-19 to address these goals.

We have established a relationship with the San Marcos high school health academy, a program designed to motivate students to enter health-related professions. I was awarded a grant from the UC-wide Cancer Coordinating Committee to design a health/science curriculum to teach high school students about risk behaviors that place them at risk for cancer in adulthood (e.g., use of e-cigarettes, sexual activity leading to HPV infection). I will seek participation from Latino Health Center faculty to fulfill the high school's request

for faculty to give presentations about their work to inspire students to pursue research careers.

To accomplish the goal of creating research opportunities for undergraduates, I am meeting with directors from the Maximizing Access to Research Careers - Undergraduate Student Training in Academic Research (MARC U\*STAR) Program. This two-year program is for undergraduates interested in biomedical research, leadership development and graduate school preparation who are mentored by individual biomedical faculty mentors across UCSB science and engineering departments. We are discussing the possibility of their team adding a health-related research mentoring component to their next grant proposal that will include faculty affiliated with the Latino Health Center and funds to the CSI to support the mentoring efforts.

### **Five-year plans and aspirations: Future Plans**

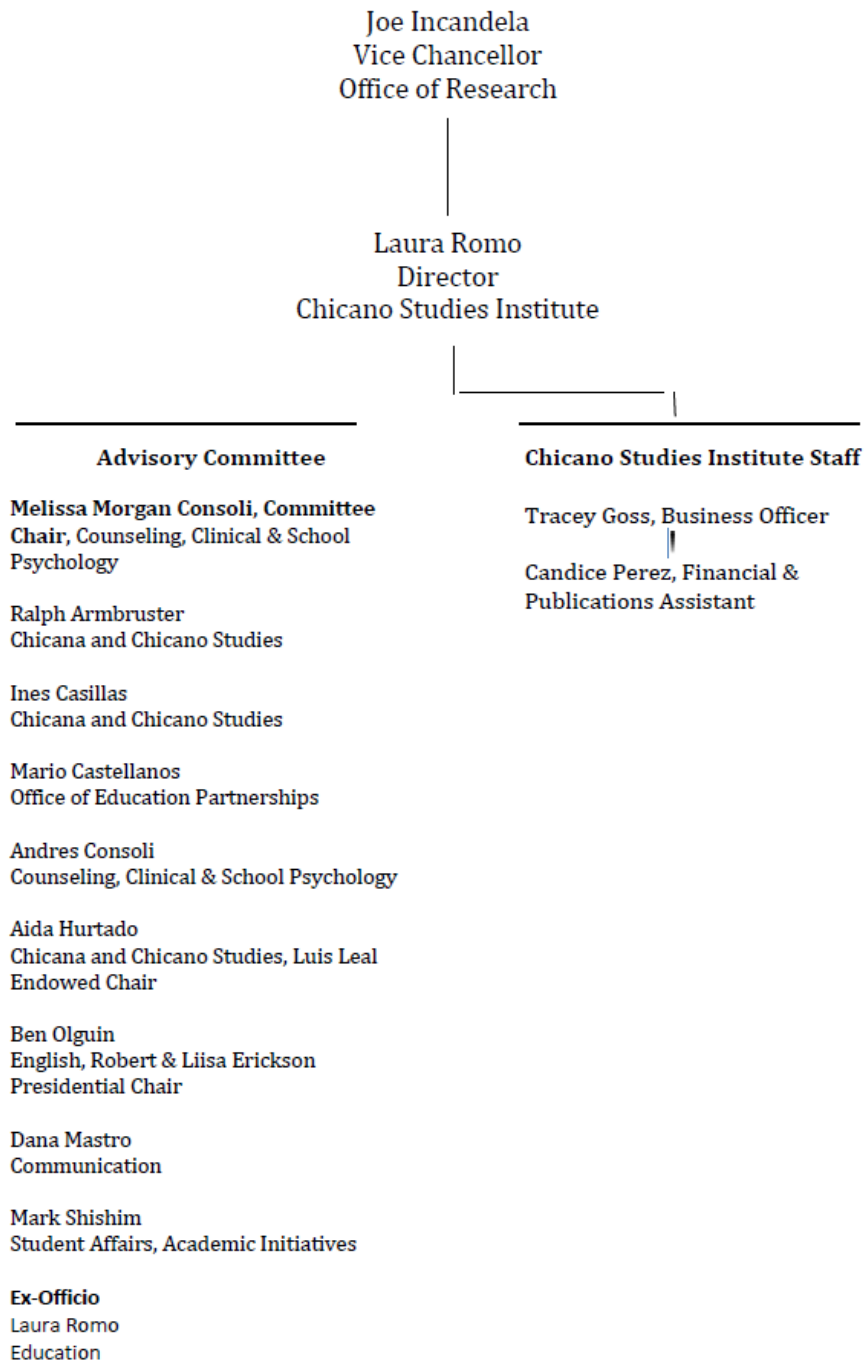
The CSI Advisory Board held a retreat in September to outline goals that we want to accomplish in the coming year and beyond. In addition to supporting existing activities (Faculty seed grants, Dissertation grant awards, New Heights grad-undergrad mentoring program, Conference awards), we will:

- (a) Have Advisory Board members to play a more hands-on role in CSI activities
- (b) Continue to explore ways to increase grant submission activity through personal outreach and presentations on campus
- (c) Change the name of the “Chicano Studies Institute” to “Chicano/Latino Research Institute” to highlight our research mission as well as to better distinguish it from the Chicano Studies Department.
- (d) Create a “Latinos and Higher Education” working group to bring together faculty, students, and staff that are conducting HSI-related work on campus. Regular meetings will afford opportunities to support each other’s research agenda through presentations of their work and to brainstorm new ideas for collaboration.
- (e) Explore the creation of a “Latino students and STEM” working group to bring together faculty, students, and staff who are involved in programming or research in formal STEM faculty/undergraduate mentoring programs. Regular meetings will afford opportunities to support each other’s work and brainstorm new ideas on mentoring model practices. The group will strategize on how to maintain connections with schools such as Oxnard High School to facilitate the mentoring of Latino high school students with STEM interests
- (f) Apply for a major NIH grant to enable the CSI to play a major role on programming for mentoring Latino undergraduate STEM majors. We would propose an innovative “co-mentoring” model in which undergraduate students receive research training from UCSB STEM faculty as well as social support from non-STEM Latino faculty.



# CHICANO STUDIES INSTITUTE

## ORGANIZATIONAL CHART



# CHICANO STUDIES INSTITUTE

## ADVISORY COMMITTEE, ADMINISTRATIVE STAFF AND TECHNICAL STAFF

### Advisory Committee

**Committee Chair Melissa Morgan Consoli,**  
Counseling, Clinical & School Psychology

### **Advisory Committee Members**

Ralph Armbruster, Chicana/o Studies

Ines Casillas, Chicana/o Studies

Mario Castellanos, Office of Education Partnerships

Andres Consoli, Counseling, Clinical & School Psychology

Aida Hurtado, Chicana/o Studies, Luis Leal Endowed Chair

Ben Olguin, English, Robert & Liisa Erickson Presidential Chair

Dana Mastro, Communication

Mark Shishim, Student Affairs, Academic Initiatives

### **Ex-Officio**

Laura Romo, Education

### Administrative Staff and Technical Staff

Laura Romo, Director

Tracey Goss, Business Officer

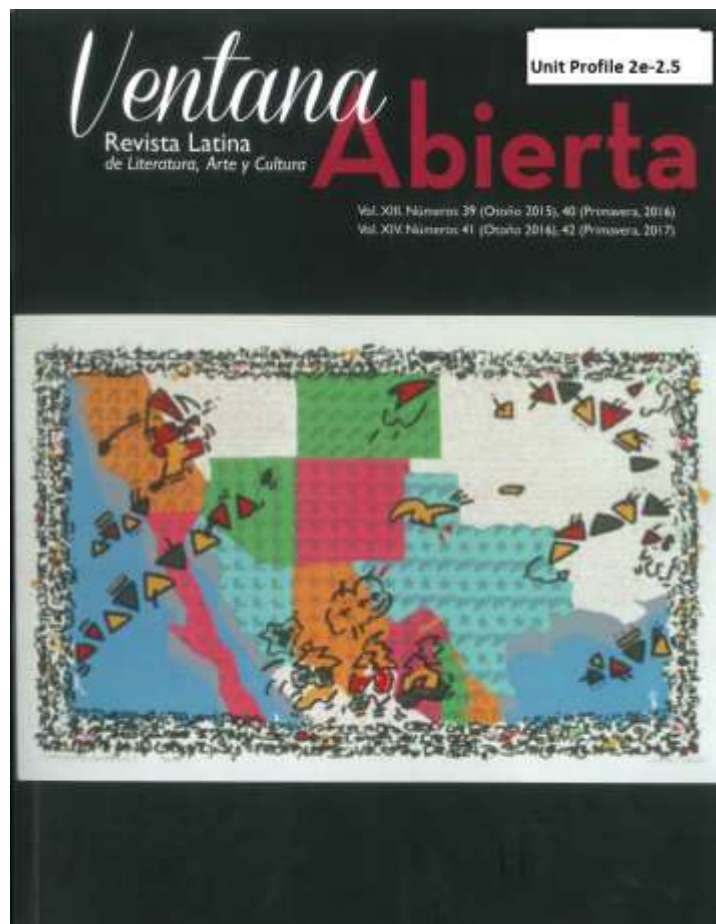
Candice Perez, Financial and Publications Assistant

ETS, Computing Technical Support

# CHICANO STUDIES INSTITUTE

## PUBLICATIONS

The Chicano Studies Institute has published *Ventana Abierta*, a Spanish Language journal since 1996. The current quadruple volume issue, *Ventana Abierta: Revista Latina de Literatura, Arte y Cultura* features articles by world renown authors. Rudolfo Anaya (Awarded the National Humanities Medal by President Barak Obama in 2016), Juan Felipe Herrera (United States Poet Laureate from 2015- 2017), and Gerardo Pina Rosales (Director of the North American Academy of Spanish Language) were among the notable authors.



# CHICANO STUDIES INSTITUTE

## STATISTICAL SUMMARY

1. Academic personnel engaged in research:	
a. Faculty	24
b. Professional Researchers (including Visiting)	
c. Project Scientists	
d. Specialists	
e. Postdoctoral Scholars	2
f. Postgraduate Researchers	1
TOTAL	
2. Graduate Students:	
a. Employed on contracts and grants	5
b. Employed on other sources of funds	3
c. Participating through assistantships	
d. Participating through traineeships	
e. New Heights Mentor Presenter, Graduate Dissertation Research Affiliates	12
TOTAL	
3. Undergraduate Students:	
a. Employed on contracts and grants	6
b. Employed on other funds	3
c. Number of volunteers, & unpaid interns (199RAs)	17
TOTAL	
4. Participation from outside UCSB: (optional)	
a. Academics (without Salary Academic Visitors)	
b. Faculty Extramural Grant Collaborators	5
5. Staff (Univ. & Non-Univ. Funds):	
a. Technical	
b. Administrative/Clerical	2
6. Seminars, symposia, workshops sponsored	18
7. Proposals submitted	7
8. Number of different awarding agencies dealt with*	6
9. Number of extramural awards administered	3
10. Dollar value of extramural awards administered during year**	\$186,257
11. Number of Principal Investigators***	20
12. Dollar value of other project awards ****	
13. Number of other projects administered	
14. Total base budget for the year (as of June 30, 2017)	\$268,764
15. Dollar value of intramural support	\$144,905
16. Total assigned square footage in ORU	1950
17. Dollar value of awards for year (08 Total FY 2017-18)	\$331,162

\* 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.

# CHICANO STUDIES INSTITUTE

## PRINCIPAL INVESTIGATORS

PI	Mario Garcia	Professor	Chicana/o Studies
PI	Gerardo Aldana	Professor	Chicana/o Studies
PI	Laura Romo	Professor	Education
Co-PI	Yucari Okamoto	Professor	Education
Co-PI	Julie Bianchini	Professor	Education
PI, Co-PI	Jin Sook Lee	Professor	Education
PI	Rebeca Mireles Rios	Assistant Professor	Education
PI	Christopher Newfield	Professor	English
PI	Jennifer Kam	Associate Professor	Communication
PI	Jennifer Tyburczy	Associate Professor	Feminist Studies
PI	Zakiya Luna	Assistant Professor	Sociology
PI	Karen Nylund Gibson	Associate Professor	Education
PI	Andres Consoli	Associate Professor	Counseling, Clinical and School Psychology
PI	Ines Casillas	Associate Professor	Chicana/o Studies
Co-PI	Mary Bucholtz	Professor	Linguistics
PI	Veronica Fematt	Post Doctoral Scholar	Chicana/o Studies
PI	Edwina Barvosa	Professor	Feminist Studies
PI	Monique Meunier	Assistant Professor	Theater & Dance
PI	Carlos Morton	Professor	Theater & Dance
PI	Maria Herrera Sobek	AVC, Professor	Chicana/o Studies

## GRADUATE STUDENTS AND POST DOCTORAL RESEARCHERS

Heather Steffen, Post Doctoral Scholar	English	Limits of the Numerical
Veronica Fematt, Post Doctoral Scholar	Chicana/o Studies	STEM Mentoring – Tri-County Jr. Colleges
Ana Karen Romero Morales	Counseling, Clinical and School Psychology	Immigrant Sibling Relationships and Documentation
Sami Alsalloom	Education	Latina Students Social Emotional Health
Paulina Ramirez Niembro	Chicana/o Studies	Grad Dissertation Affiliate
Diana Chagolla	Education	Latina Mother Daughter Communication

# CHICANO STUDIES INSTITUTE

Gabriela Guttierrez-Serrano	Education	STEM Mentoring – Oxnard High Schools
Odelia Simon	Education	Latina Social Emotional Health
Vanessa Witenko	Education	Latina/o Preschool Science NIH
Fabian Pacheco	Education	Santa Barbara Public Library Homework
Toni Gonzalez	Anthropology	Belize Archeological Project Manager
Bertin Solis	Education	New Heights Mentoring Presenter
Miranda Barragan	Chicana/o Studies	Grad Dissertation Affiliate
Marina Chavez	Chicana/o Studies	Grad Dissertation Affiliate
Andrea Figureroa – Caballero	Communication	Grad Dissertation Affiliate
Juan Sebastian Ferrada	Chicana/o Studies	Grad Dissertation Affiliate
Ariel Goldstein	Counseling, Clinical and School Psychology	Grad Dissertation Affiliate
Jamella Gow	Sociology	Grad Dissertation Affiliate
Sara Rios	Sociology	Grad Dissertation Affiliate
Yanira Rivas Pineda	Political Science	Grad Dissertation Affiliate
Liliana Rodriguez	Sociology	Grad Dissertation Affiliate
Diana Santacrose	Counseling, Clinical and School Psychology	Grad Dissertation Affiliate
Natalia Villanueva-Nieves	Chicana/o Studies	Grad Dissertation Affiliate
Adanari Zarate	Chicana/o Studies	Grad Dissertation Affiliate

## UNDERGRADUATE STUDENTS PARTICIPATING IN RESEARCH

Shivani Awasthi	Limits of the Numerical
Rodolfo Cerda	Santa Barbara Public Library Homework Project
Yazmin Dominguez	Sal Castro Conference
Jasmin Morales	Santa Barbara Public Library Homework Project
Michelle Pacheco	Limits of the Numerical
Karla Partida	CSI Student Admin
Tayyaba Riaz	Santa Barbara Public Library Project
Bernise Alfaro	Latina Mother Daughter Health Communication
Vivian Orellana	Latina/o Preschool Science NIH Project
Patricia Ramirez	Latina Mother Daughter Health Communication
Ana Ayala	Latina Mother Daughter Health Communication
Christina Cruz	Latina Mother Daughter Health Communication
Karla Claustro	Latina Mother Daughter Health Communication
Diana Jennifer Perez	Latina Mother Daughter Health Communication
Jenifer Chavez Ramirez	STEM Mentoring, Oxnard High Schools, Latina Mother Daughter Health Comm

# CHICANO STUDIES INSTITUTE

Hector Sanchez	STEM Mentoring, Oxnard High Schools
Yaqueline Rodas	STEM Mentoring, Oxnard High Schools
Manuel Puentes	STEM Mentoring, Oxnard High Schools
Elizabeth Arteaga	STEM Mentoring, Oxnard High Schools
Valerie Sevilla	STEM Mentoring, Oxnard High Schools
Maria Cervantes	STEM Mentoring, Oxnard High Schools
Hector Sanchez	STEM Mentoring, Oxnard High Schools
Yaqueline Rodas	STEM Mentoring, Oxnard High Schools
Manuel Puentes	STEM Mentoring, Oxnard High Schools
Elizabeth Arteaga	STEM Mentoring, Oxnard High Schools
Kimberly Flores	STEM Mentoring, Oxnard High Schools
Daisy Cruz Dominguez	STEM Mentoring, Oxnard High Schools
Maria Cervantes	STEM Mentoring, Oxnard High Schools

## EXTERNAL PARTICIPATION

Terry Kit-fong Au	University of Hong Kong	Integrating Health and Biology in a Science Curriculum for Latino Preschoolers
Laura Mandell	Texas A&M University	Limits of the Numerical: Metrics and the Humanities in Higher Education
Alan Blackwell	University of Cambridge	Limits of the Numerical: Metrics and the Humanities in Higher Education
Ismael Rafols	University of Sussex	Limits of the Numerical: Metrics and the Humanities in Higher Education
Jeffrey Williams	Carnegie Mellon University	Limits of the Numerical: Metrics and the Humanities in Higher Education