

2020 – 2021 Annual Report

UC SANTA BARBARA
Institute for Social, Behavioral
and Economic Research

 ISBER.UCSB.EDU

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2020 – 2021

Mission Statement

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Mission Statement

ISBER's primary mission is to facilitate and enable social science research. This is accomplished by providing: 1) efficient pre-award through post-award grants administration, 2) proposal development assistance through consultations and a small grants program, and 3) high level research services that are most efficiently delivered through an ORU to a broad audience of faculty, researchers, and graduate students. ISBER also fosters and supports topical research communities in the form of several research centers, programs, and outreach activities housed within the unit.



2020 – 2021

Overview

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Overview

ISBER offers significant individual services to faculty, researchers, and graduate students with proposal preparation, submission and grant administration. Services include 1) assistance with budget preparations and formatting, and ensuring proposals comply with sponsor's and UC guidelines prior to submission; and 2) post-award administration, including the financial management, monitoring and closeout of awards and projects.

ISBER administers the Social Science Research Grants Program (SSRGP) and Collaborative Research Initiative Grant (C-RIG). The ISBER Director manages the selection committee and makes all decisions regarding NCE or post-award budget requests. The SSRGP is an important research development activity that is intended to provide seed funding for new research, proof of concept funding for intellectually risky research, and is particularly targeted to junior faculty. No call was made for AY 2021-2022 due to the need to renew funding for the SSRGP program, which was complicated by the postponement of many of the awards for AY 2020-21 due to COVID restrictions on research travel, laboratory research, and in person interviews, as well as other factors, as well as uncertainties moving forward. One project had to be canceled completely

Although ISBER is nominally the campus's social science ORU, in fact it serves the entire campus community. During the past year, ISBER had **464.25** paid employees engaged in research or supporting ISBER's research mission. This included **188** faculty members receiving summer salaries, course release, or administrative stipends, **16** academic coordinators, **4** professional researchers, **2** project scientists, **9** postdoctoral scholars, **135** graduate students, **74** undergraduate students (as well as 323 unpaid undergrad and graduate volunteers or interns), **12** technical staff and **24.25** administrative staff. This year, there were an additional 198 persons from outside UCSB participating in ISBER-managed UCSB projects.

During the past year 58% of its 76 faculty members with awards administered by ISBER were members in the Social Science Division of the College of Letters and Science. ISBER researchers come from 31 different departments in all three divisions of the College. Even this diverse picture is not an accurate reflection of ISBER's scope, since numerous projects include many additional participants. Among the 204 Principal Investigators that ISBER assisted throughout the year (with proposals & awards), 148 are active ladder faculty serving as PIs and co-PIs. Of those, 19% are at the Assistant Professor rank, 19% at the Associate Professor rank, and 62% at the Full Professor rank.

ISBER welcomed 31 new researchers in 2020-21 who either submitted proposals or administered grants for the first time through our ORU. These included 5 assistant professors, 4 associate professors, 11 full professors, 8 graduate students, and 3 other researchers. These scholars came from 15 social science and 16 other departments.

Several research centers operate directly under or with ISBER's support. The most active of these include the Broom Center for Demography, which facilitates interdisciplinary research and

training in social demography and population studies, with particular strengths in the study of socioeconomic inequality and health disparities. The Center for Information Technology and Society spans the Social Sciences, Humanities, and Engineering with the goal of understanding and guiding the development, use, and effects of information technologies in contemporary society. The Center for Middle East Studies strives to enrich the academic study of the Middle East. The mission of the Orfalea Center for Global & International Studies is to provide an intellectual and programmatic focus for the University's activities in global, international, and area studies. The mission of the Blum Center is to harness interdisciplinary perspectives to research the sources, mechanisms and consequences of Global Poverty in order to develop, assess and act on promising social and technical solutions that promote sustainable development. The smaller ISBER Centers maintain narrower regional and/or thematic foci with a combination of programming and research activities. In particular, the Center for California Languages and Cultures and MesoAmerican Research Center have recently been successful in obtaining large grants from the National Science Foundation to support research on maintaining indigenous languages within Oaxacan communities in California and investigating how settlement patterns and environmental factors shaped Maya civilization, respectively.

ISBER continues to provide grants administration support to programs funded to increase campus undergraduate and graduate diversity, and student counseling and advocacy support services. ISBER entered the 14th year of grants administration for the campus Office of Education Partnerships, which serves UCSB's mission to promote academic success and increase college-going rates among pre K-20 students in our region. Grants supporting the Office of Education Partnerships, include funding from UCOP/UC MESA for the MESA College Prep Program (MCP), the MESA University Program (MUP), and the Destination College Advising Corps (DCAC) Program, and the U.S. National Park Service, totaling \$380,620. The McNair Scholars Program continues to receive funding from the U.S. Department of Education (awarded \$1.16M for 5 years, 2017-2022), and continues to receive cost share support from the Executive Vice Chancellor, Graduate Division, and the College of Letters & Science, in addition to gifts provided by Southern California Edison totaling \$280,000 annually.

ISBER also provides grants administration support for the College of L&S Undergraduate Education, the Division of Student Affairs, including the Women, Gender, and Sexual Equity Department, Recreation, and UCSB's Early Childhood and Education Services. \$940,000 in funding (2018-2023) from the U.S. Department of Education, U.S. Department of Justice, and the CA Department of Boating and Waterways, provides the campus student body with education, financial support, and training opportunities. These include, education on rape prevention and advocacy services, sailing and boating safety training for participants of UCSB's Sailing Program.

Dr. Barbara Walker provides Research Development (RD) support for all areas of social science and humanistic social science research; interdisciplinary research that includes social science or societal components; and for faculty from all UCSB Colleges who pursue extramural funding to promote diversity, equity, and inclusion initiatives.

During 2020-2021, Dr. Walker provided proposal review services to social science faculty members from all the departments in the Division of Social Science, in addition to social scientists who work in other Divisions at UCSB, including Humanities and Fine Arts, the Gevirtz Graduate School of Education, the Bren School, the Technology Management Program, Geography, Psychological and Brain Sciences, and Environmental Studies. Support was provided for proposals for the following agencies:

- Alfred P. Sloan Foundation
- American Council of Learned Societies
- American Educational Research Association-AERA
- American Sociological Association
- Bank of Sweden Tercentenary Foundation
- Bill & Melinda Gates Foundation
- California Arts Council
- California Community Foundation
- California Department of Education
- California Department of Parks and Recreation
- California Governor's Office of Planning and Research
- California Humanities
- County of Santa Barbara
- Democracy Fund, Inc.
- Department Of Defense
- Department Of Defense, Minerva Research Initiative
- Department of Education Institute of Education Sciences (IES)
- DoD Advanced Research Projects Agency (DARPA)
- DoD Defense Research And Engineering
- DoD Office Of Naval Research
- European Union
- Family Independence Initiative
- Family Service Agency of Santa Barbara
- First 5 Santa Barbara County
- Ford Foundation
- Gerda Henkel Foundation
- Goleta Union School District
- International Balzan Foundation
- J. Paul Getty Trust
- Jack Kent Cooke Foundation
- John D. And Catherine T. Macarthur Foundation
- John Templeton Foundation
- Korea Foundation
- Luce Foundation
- NASA Miscellaneous Centers
- National Endowment for the Humanities
- National Film Preservation Foundation
- National Institutes of Health
- National Science Foundation (NSF)
- National Writing Project Corporation
- New Venture Fund
- New Venture Fund
- Panda Cares Foundation
- Rendever
- Riverside Research Institute
- Robert Wood Johnson Foundation
- Russell Sage Foundation
- Santa Barbara Council On Alcoholism And Drug Abuse
- Santa Barbara Neighborhood Clinics
- Snap, Inc.
- Social Science Research Council
- Social Sciences & Humanities Research Council Of Canada
- Society of Architectural Historians
- Sony Corporation of America
- Spencer Foundation
- Sri International
- Swedish Research Council for Sustainable Development
- The Andrew W. Mellon Foundation
- The Board of State and Community Corrections with the State of CA
- The British Museum
- The Japan Foundation
- The Mcknight Foundation
- The Research Council of Norway
- The Schmidt Family Foundation
- U.S. Department of Education Miscellaneous Agencies

- U.S.-Israel Binational Science Foundation
- UC Humanities Research Institute
- UC Mexus
- UC Multicampus Research Programs and Initiatives
- UC Office Of The President
- USDA Economic Research Service
- USDA National Institute for Food and Agriculture
- USDI National Park Service
- W.K. Kellogg Foundation
- Washington Center for Equitable Growth
- William And Flora Hewlett Foundation
- William M. Keck Foundation

Dr. Walker organized and/or presented the following workshops and events:

Title
Chicano Studies Institute Proposal Writing Workshop
Commit to Submit Proposal Development Series
Creative Capital Arts Research Workshops
Department of Defense Funding for Education Programs at MSIs
Dept. of Education Title III Part F Opportunity Overview
HSI and AANAPISI Funding at UCSB
Mellichamp Cluster Informational Workshop
National Endowment for the Humanities Panel Presentation
New Faculty Orientation
NIH FIRST Program Orientation
NSF HSI STEM grant workshop
Public Humanities Funding Strategies
Social Science Research Council IDRf Proposal Writing Series
Spencer Foundation Panel Presentation
Write on Site Structured Proposal Writing Retreats (2)
Writing Superpowers Workshop

A person wearing a blue suit jacket and a watch is holding a brown book. The book's spine has the text "UCSB DEPARTMENT OF CLASSICS" printed on it. The background shows a bookshelf with various books. A white circular graphic is overlaid on the left side of the image, containing the main text.

2020 – 2021

Executive Summary

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Institute for Social, Behavioral
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Executive Summary

ISBER serves the campus both through grants administration and its research development programs, serving a broad constituency in the Social Sciences and beyond. Barbara Walker worked with ISBER to offer workshops for grant writing and other activities supporting social science researchers in the Division of Social Sciences, Humanities and Fine Arts, the Gevirtz Graduate School of Education, the Bren School, the Technology Management Program, and in the Division of Math, Life and Physical Sciences.

Research Accomplishments

ISBER supported projects investigating a wide range of topics. A descriptive picture of the scope of ISBER's **2020-2021** grants administration is provided by the following statistics. For purposes of comparison, last year's figures are in parentheses:

- Supported **204** (179) PIs and co-PIs on the projects it administered.
- Administered **344** (324) projects, including **152** (138) extramural projects, and **192** (186) intramural projects, programs, seed funding, conferences and other projects.
- The total value of new awards for the year was **\$7.53 million** (\$5.26M).
- The total value of all funds administered, including multi-year grants administered, was \$27,040,931 (**\$27,814,661**).
- Submitted **111** (113) proposals for funding, **51** (69) were from ladder faculty.
- The value of the proposals submitted was **\$31 million** (\$19.0M).
- The number of PIs new to ISBER was **31** (25), **20** (21) of which were ladder faculty.
- Submitted 8 (11) graduate student proposals.

Funding sources included **6** federal agencies, including NSF, NIH, US Department of Education, and US Department of Justice, USDA, US Army Corps, as well as funding from **2** State of California agencies (Dept of Boating & Waterways, and County of Santa Barbara Public Works). A total of **40** different private foundations, nonprofits and other sources funded projects, including ACLS, Mellon, Family Independence Initiative, Ford, Gates, Global Integrity, Haskins Laboratories, Templeton Foundation, Rockefeller Family Fund, Robert Wood Johnson Foundation, Russell Sage Foundation, Social Science Research Council, Sloan Foundation, Smith Richardson Foundation, Society of Family Planning, the Stenton Foundation, and WBGH Educational Foundation (NOVA) to name a few. Additional funding came from campus programs, 1 for-profit organization (Rendever), 15 UC sources (including UC Mexus, UCLA, Berkeley, and UCSD), 7 foreign sources, including the Max Planck Institute, University of Manchester, Uppsala University, the University of London, the Norwegian Research Centre, Japan Foundation, and the Chiang Ching-kuo Foundation, and 13 other Colleges and Universities, including Chapman, George Washington University, Princeton, University of Arizona, ASU, Maryland, Michigan, Notre Dame, Princeton, Syracuse, Texas-Arlington, Virginia Polytechnic, and Yale.

Research included studies of spirituality and prosocial values among Millennials (Blankholm, Syracuse), building social capital in low-income communities of color (Gonzales, Family Independence Initiative), the comparative politics of climate change policy (Mildenberger, Paasha, and Stokes, Princeton), place-making and community-building among Indigenous

Latinx college students (Sanchez, Ford Foundation), examining the electoral ramifications of environmental policy related to wind power development and votership in British Columbia (Stokes, Norwegian Research Centre), interactions among participants in large financial markets (Ichiba, NSF), two linguistics HBCU initiatives (Bucholtz and Charity-Hudley, UCOP and NSF), a major HSI initiative (Hegarty and colleagues, NSF), the McNair Scholars Program (Chavez-Garcia and Woods, Department of Education), arboriculture and agricultural intensification in the Classic Gulf Lowlands, Veracruz (Vanderwarker, NSF), environment and Classic Maya settlement patterns (Ford, Clarke, NSF), ONDAS (Walker, Department of Education), and water needs in the Cuyama Valley (Walsh, Santa Barbara County Public Works).

The **2020-21** calls for the Social Science Research Grant Program (**SSRGP**) and the Collaborative Research Initiatives Grant (**C-RIG**) were canceled, since the outlook for research at the time of the call was uncertain and several projects funded during that cycle were delayed or canceled because of pandemic related restrictions on travel and in-person interviews. A call was sent out for a new round of applications for 2022-23, funded by an accumulation of continuing support from OR for the CRIG program and funds recovered from canceled or curtailed SSRGP and CRIG projects. A total of 6 SSRGP and 3 CRIG proposals were funded.

A review of the programs since the last 5 year review shows just how successful they have been. From 2018 to 2021, all of the CRIG recipients and 94% of the SSRGP recipients submitted grants for extramural support, three quarters of which were successful, a rate from 10-20 percentage points above the general success rate for grants submitted through ISBER. These figures support the conclusion that these seed-grant programs are highly successful in promoting submissions and helpful in improving success of the applicants, and at the very least supporting the most impactful social science researchers on campus.

Impact of Research Shut Down

Due to the Research Shut Down as a result of the COVID-19 pandemic, many researchers with projects that require field work had to shut down. The shutdown of research led to researchers seeking no-cost extensions, in addition to shifting their research timelines until research could resume. There was an increase in ISBER being sought out for proposal support from units (GGSE, IHC, EVC, Student Affairs, and CSI) as a result of those units' staffing constraints during the COVID-19 pandemic. Staff have been able to adjust to working remotely or in a hybrid capacity, even amidst the challenges of continuously having to adapt to new processes and systems that our campus has adopted over the past year during the pandemic.

5-Year Projection of Plans and Aspirations

Programming to encourage interdisciplinary research and create a greater sense of community among those pursuing social science research at UCSB will be a priority, especially given the sense of isolation during the pandemic. The organization, a highly successful hybrid Social Science Symposium on the theme of "Ending Systemic Racism" with the support of Barbara Walker of the Office of Research and Dean Hale of the Division of Social Sciences has made a significant contribution to these goals.

ISBER's skilled staff and reputation for effective grant management continues to attract requests for support. We welcomed new staff this past year. Given that a significant portion of staff time is funded by overhead and other contributions arising from grants and centers, it is important that

funding for staff time be supplied by overhead or built into grants. It is critical ISBER received support to continue the administration on non-research, campus programs.

With this cycle, we are on track to completing a review of all ISBER centers, assessing their effectiveness and viability, and will begin cycling through the list again next year, achieving the goal of a 5 year review of every center under ISBER. The SSRGP and CRIG programs provide a critical resource for pilot studies leading to extramural support. The program has made a significant contribution to diversity and gender equity, and is often a faculty member's first exposure to ISBER. The robust peer review process and feedback plays an important role in mentoring junior and mid-career faculty and preparing them for submission to agencies like NSF. As noted above, recipients have a high rate of submission and extraordinary rate of success in obtaining extramural funding. Continued funding is critical to the continued existence of the program. Funding was renewed for only a single year—a multiple year commitment would open the possibility of leveraging funding from the Deans of other Divisions when one of their faculty is awarded a grant, as was the case previously. The Collaborative Research Initiative Grant is now well established and adds to this resource for the support of faculty research projects, especially pilot/feasibility studies that pull together a research team. Both programs have a proven track record of generating extramural support.



2020 – 2021

Organizational Chart

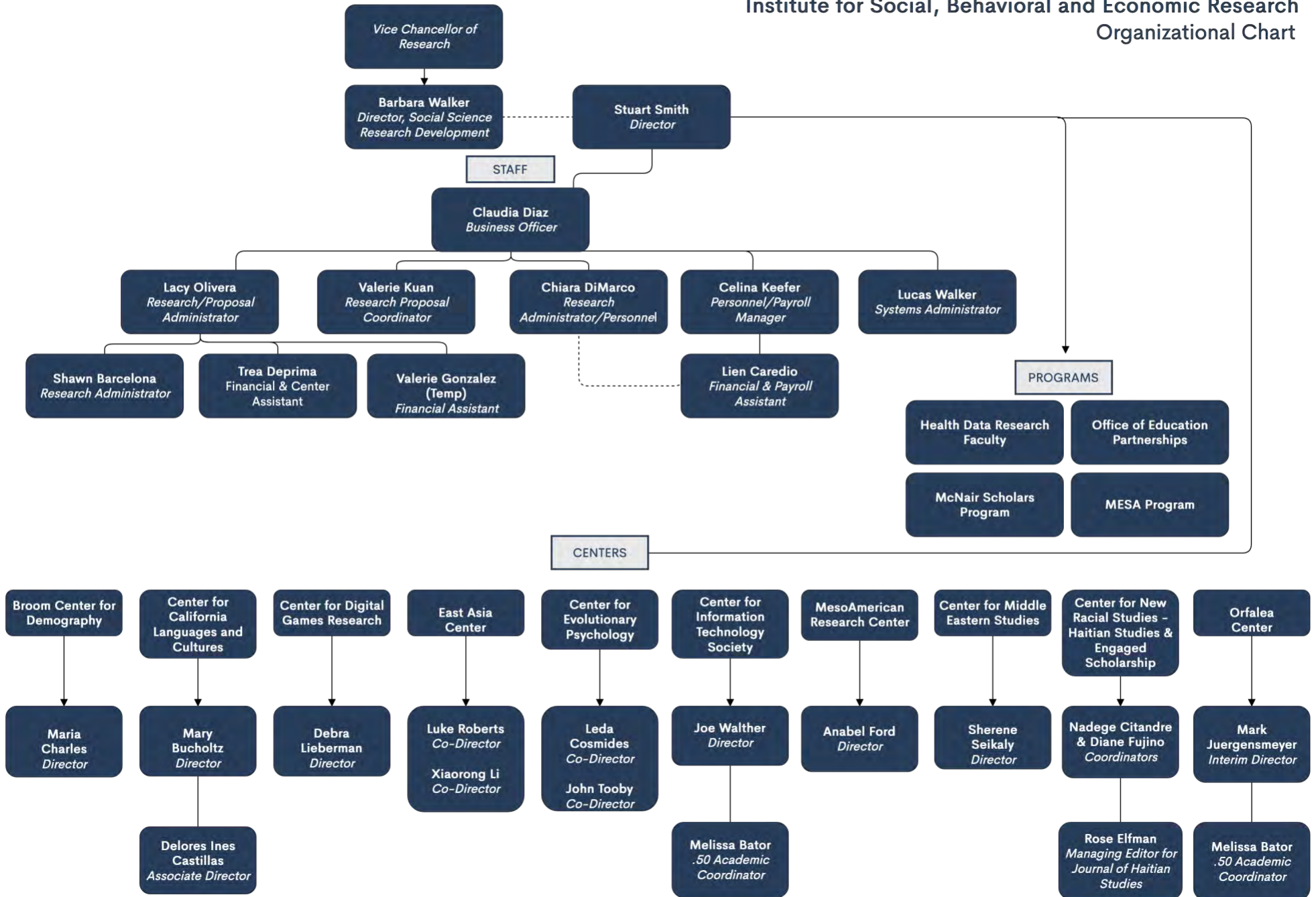
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Institute for Social, Behavioral and Economic Research Organizational Chart





**2020 – 2021
ISBER Advisory
Committee,
Administrative &
Technical Staff**

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ISBER Advisory Committee, Administrative, and Technical Staff

July 1, 2020 – June 30, 2021

Director

Stuart T. Smith

2020-2021 Administrative and Technical Staff

Shawn Barcelona, Research Administrator

Claudia Diaz, Business Officer

Trea DePrima, Center Program Assistant

Lien Caredio, Administrative/Financial & Payroll Assistant

Kelsey Ibach/Celina Keefer, Personnel & Payroll Manager

Chiara DiMarco, Research Administrator-Student Personnel

Lacy Olivera, Research Administrator-Supervisor

Valerie Kuan, Research Administrator/Proposal Coordinator

Lucas Walker, Computer Network Technologist

Amanda Girdler/Valerie Gonzalez, Administrative/Financial/Purchasing/Travel

Director, Social Science Research Development

Barbara Walker

2020-2021 Advisory Committee

Miriam Metzger (Chair), Communication

Amit Ahuja, Political Science

Paul Amar, Global & International Studies

Jean Beaman, Sociology

Mark Buntaine, Bren School

Diane Fujino, Asian American Studies

Claudine Michel, Black Studies

Laury Oaks, Feminist Studies

Heather Royer, Economics

Paul Spickard, History

Claudia Diaz, *ex-officio*, ISBER Business Officer

Charles R. Hale, *ex-officio*, Letters & Sciences Dean, Division of Social Sciences

Stuart T. Smith, *ex-officio*, ISBER Director

Barbara Walker, *ex-officio*, Office of Research, Director Research Development, Social Sciences,
Humanities & Fine Arts, Education



2020 – 2021

Statistical Summary

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Research Division
Statistical Summary

Department: ISBER

Fiscal Year: July 1, 2020 - June 30, 2021

Personnel engaged in research (head count):

Faculty	188
Professional Researchers (<i>including Visiting</i>)	4
Project Scientists	2
Specialists/Academic Coordinators	16
Postdoctoral Scholars	7
Postgraduate Researchers	0
Graduate Students	135
Undergraduate Students	74
Technical & Research Staff	12
Total	438

Participation from outside UCSB (head count): (optional)

Academics (without Salary Academic Visitors)	5
Other (Industry, Non-UC Faculty, HS Teachers, etc.)	198
Total	203

Unit Operational Staff (# of FTE):

Administrative	13.25
Computing	1
Technical & Service (<i>e.g. recharge personnel, lab manager</i>)	N/A
Programmatic Staff	10
Total	24.25

Sponsored Research:

Number of Principal Investigators*	204
Proposals submitted (#)	111
Proposals submitted (\$ value)	\$31,118,696
Awards issued (#)	70
Awards issued (\$ value)	\$7,536,741
Extramural awards administered during year (#)**	152
Extramural awards administered during year (\$ value)***	\$24,482,520
Costshare funds managed during year (\$ value)**	\$334,623
Awarding agencies dealt with (#)****	71

Other Projects & Programs:

Seminars, symposia, workshops sponsored (#)	54
Other projects administered (#)****	192
Other projects administered (\$ value)*****	\$4,522,772
Intramural support administered (\$ value)**	\$561,667

Budget & Space:

Total base budget for the year	\$954,012
Total assigned square footage in ORU	13,274

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

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

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

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



2020 – 2021

Principal Investigators

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Principal Investigators

PI Name	Title	Home Department	Home Division
Abaza, Gerhad	Graduate Student	Anthropology	Social Sciences
Adler-Kassner, Linda	Professor / Associate Dean Undergraduate Education	Writing Program/ Undergraduate Education, LandS	Humanities and Fine Arts
Afifi, Tamara	Professor	Communication	Social Sciences
Afifi, Walid	Professor	Communication	Social Sciences
Agey, Elizabeth	Graduate Student	Anthropology	Social Sciences
Alagona, Peter	Associate Professor	Environmental Studies	Math, Life, and Physical Sciences
Alami Gouraftei, Sarah	Graduate Student	Anthropology	Social Sciences
Aldana, Gerardo	Professor	Chicano/a Studies	Social Sciences
Alves, Jamie	Assistant Professor	Black Studies	Social Sciences
Amar, Paul	Professor / Director	Global Studies	Social Sciences
Anderson, Amy	Graduate Student	Anthropology	Social Sciences
Anderson, Kevin	Professor	Sociology	Social Sciences
Anderson, Sarah	Professor	Bren School of Environmental Science and Management	Bren School
Arenas Velazquez, Erika	Assistant Professor	Sociology	Social Sciences
Auderset, Sandra	Graduate Student	Linguistics	Humanities and Fine Arts
Barandiarán, Javiera	Associate Professor	Global Studies	Social Sciences
Barnett, Miya	Assistant Professor	Gevirtz Graduate School of Education	GGSE
Barrage, Lint	Assistant Professor	Economics	Social Sciences
Bator, Melissa	Academic Coordinator	CITS / Orfalea Center	Social Sciences
Bax, Anna	Graduate Student	Linguistics	Humanities and Fine Arts

Beaman, Jean	Assistant Professor	Sociology	Social Sciences
Bedard, Kelly	Professor / Department Chair	Economics	Social Sciences
Belding, Elizabeth	Professor	Computer Science	College of Engineering
Beltz, Glenn	Professor	Engineering	College of Engineering
Beyeler, Michael	Assistant Professor	Psychological and Brain Sciences	Mathematical, Life and Physical Sciences
Bhavnani, Kum-Kum	Distinguished Professor	Sociology	Social Sciences
Blackwell, Aaron**	Associate Professor	Anthropology	Social Sciences
Blankholm, Joseph	Assistant Professor	Religious Studies	Humanities and Fine Arts
Boddy, Amy	Assistant Professor	Anthropology	Social Sciences
Boris, Eileen	Hull Professor	Feminist Studies	Social Sciences
Boswell, Alicia	Assistant Professor	History of Art and Architecture	Humanities and Fine Arts
Brown, Kaitlin	Graduate Student	Anthropology	Social Sciences
Brown, Michelle	Assistant Professor	Anthropology	Social Sciences
Brysk, Alison	Professor / Department Chair	Global and International Studies	Social Sciences
Bucholtz, Mary	Professor	Linguistics	Humanities and Fine Arts
Buntaine, Mark	Associate Professor	Bren School of Environmental Studies and Management	Bren School
Campbell, Eric	Associate Professor	Linguistics	Humanities and Fine Arts
Casillas, Inés	Professor	Chicana and Chicano Studies	Social Sciences
Cassels, Susie	Associate Professor	Geography	Mathematical, Life and Physical Sciences
Castellanos, Mario	OEP Executive Director	Office of Education Partnerships	EVC

Cerezo, Allison	Assistant Professor	Gevirtz Graduate School of Education	GGSE
Charity-Hudley, Anne**	Professor	Linguistics	Humanities and Fine Arts
Charles, Maria	Professor	Sociology	Social Sciences
Chatillon-Reed, Anna	Graduate Student	Sociology	Social Sciences
Chavez-Garcia, Miroslava	Professor / Director of McNair Scholars	History	Humanities and Fine Arts
Jia-Ching, Chen	Assistant Professor	Global Studies	Social Sciences
Clarke, Keith	Professor	Geography	Mathematical, Life and Physical Sciences
Clitandre, Nadège	Associate Professor	Global Studies	Social Sciences
Coggins, Bridget	Associate Professor	Political Science	Social Sciences
Collins, Nancy	Professor	Psychological and Brain Sciences	Mathematical, Life and Physical Sciences
Conway, Briana	Director	Campus Advocacy, Resources and Education (CARE)	Student Affairs
Conejo, Monica	Graduate Student	Communication	Social Sciences
Cosmides, Leda	Professor	Psychological and Brain Sciences	Mathematical, Life and Physical Sciences
Czuleger, Cathy	Sr. Associate Director for Programming, IT and Development	Recreation	Student Affairs
Damluji, Mona	Assistant Professor	Film and Media Studies	Humanities and Fine Arts
Damuth, John	Research Biologist	Ecology, Evolution, and Marine Biology	Mathematical, Life and Physical Sciences
De Vries, Mattanjah	Professor	Chemistry	Mathematical, Life and Physical Sciences

Du Bois, John	Professor	Linguistics	Humanities and Fine Arts
Dunbar, Norah	Professor	Communication	Social Sciences
Elver, Hilal	Researcher	Global Studies	Social Sciences
Equinoa, Kim	Associate Dean	Student Life	Student Affairs
Espinoza, Mario	Graduate Student	Sociology	Social Sciences
Falasca-Zamponi, Simonetta	Professor	Sociology	Social Sciences
Falk, Richard	Researcher	Orfalea Center	Social Sciences
Felix, Erika	Associate Professor	Gevirtz Graduate School of Education	EVC
Flanagin, Andrew	Professor	Communication	Social Sciences
Ford, Anabel	Director	Meso American Research Center / ISBER	
Fouque, Jean-Pierre	Professor	Statistics	Mathematical, Life and Physical Sciences
Franks, Alexander	Assistant Professor	Statistics	Mathematical, Life and Physical Sciences
Friedkin, Noah	Professor	Sociology	Social Sciences
Fruhstuck, Sabine	Professor	East Asian Language and Cultural Studies	Humanities and Fine Arts
Fujino, Diane	Professor	Asian American Studies	Social Sciences
Gaines, Steven	Professor / Dean	Bren School of Environmental Science and Management	Bren School
Gamble, Lynn	Professor	Anthropology	Social Sciences
Garcia, San Juanita	Assistant Professor	Chicana and Chicano Studies	Social Sciences
Gaulin, Steve	Professor	Anthropology	Social Sciences
Gehlbach, Hunter**	Professor	Gevirtz Graduate School of Education	GGSE
Genetti, Carol**	Professor	Linguistics	Humanities and Fine Arts

Giles, Howard	Distinguished Professor	Communication	Social Sciences
Glassow, Michael	Professor	Anthropology	Social Sciences
Gonzales, Amy	Associate Professor	Communication	Social Sciences
Gu, Mengyang	Assistant Professor	Statistics	Mathematical, Life and Physical Sciences
Gurven, Michael	Professor	Anthropology	Social Sciences
Halcomb, Laura	Graduate Student	Sociology	Social Sciences
Hancock, Mary	Acting Dean/Professor	History/Anthropology	Humanities and Fine Arts
Harthorn, Barbara	Professor	Anthropology	Social Sciences
Hegarty, Mary	Distinguished Professor	Psychological and Brain Sciences	Mathematical, Life and Physical Sciences
Hixon, Sean	Graduate Student	Anthropology	Social Sciences
Hoelle, Jeffrey	Associate Professor	Anthropology	Social Sciences
Horst, Allison	Lecturer	Bren School of Environmental Science and Management	Bren School
Hove, Carmen	Graduate Student	Anthropology	Social Sciences
Hurtado, Aida	Professor	Chicana and Chicano Studies	Social Sciences
Ibarra, Jonathan	Graduate Student	Sociology	Social Sciences
Ichiba, Tomoyuki	Associate Professor	Statistics	Mathematical, Life and Physical Sciences
Ikeuchi, Suma	Assistant Professor	East Asian Language and Cultural Studies	Humanities and Fine Arts
Jammalamadaka, S Rao	Distinguished Professor	Statistics	Mathematical, Life and Physical Sciences
Juergensmeyer, Mark	Distinguished Professor	Global and International Studies	Social Sciences
Kam, Jennifer	Associate Professor	Communication	Social Sciences

			Sciences
Love-Nichols, Jessica	Graduate Student	Linguistics	Humanities and Fine Arts
Ludkovski, Michael	Professor	Statistics	Mathematical, Life and Physical Sciences
Luna, Zakiya	Assistant Professor	Sociology	Social Sciences
Lundberg, Shelly	Professor	Economics	Social Sciences
Mahdavi, Paasha	Assistant Professor	Political Science	Social Sciences
Mahowald, Kyle**	Assistant Professor	Linguistics	Humanities and Fine Arts
Marshall, David	Executive Vice-Chancellor	Office of the Executive Vice Chancellor	EVC
Mastro, Dana	Professor	Communication	Social Sciences
McClure, Sarah	Associate Professor	Anthropology	Social Sciences
McCool, Weston	Postdoctoral Scholar	Anthropology	Social Sciences
McDonnell, Lorraine	Professor Emerita	Political Science	Social Sciences
Meiring, Wendy	Professor	Statistics	Mathematical, Life and Physical Sciences
Melton, Mallory	Graduate Student	Anthropology	Social Sciences
Metzger, Miriam	Professor	Communication	Social Sciences
Miescher, Stephan	Professor / Chair	History	Humanities and Fine Arts
Mildenberger, Matto	Associate Professor	Political Science	Social Sciences
Mireles-Rios, Rebeca	Assistant Professor	Gevirtz Graduate School of Education	EVC
Mithun, Marianne	Professor	Linguistics	Humanities and Fine Arts
Moore, Kathleen	Associate Dean	Humanities and Fine Arts	Humanities and Fine Arts
Muse, Annette	Director	Early Childhood Care and Education Services	Student Affairs

Katsika, Argyro	Assistant Professor	Linguistics	Humanities and Fine Arts
Kendall, Bruce	Professor / Associate Dean	Bren School of Environmental Science and Management	Bren School
Kennett, Douglas	Professor	Anthropology	Social Sciences
Kia-Keating, Maryam	Professor	Gevirtz Graduate School of Education	GGSE
Kim, Lina	Director of Academic Programs	Summer Session	Humanities and Fine Arts
Kim, Young Ji	Assistant Professor	Communication	Social Sciences
Klawunn, Margaret	Vice Chancellor for Student Affairs	Office of the Vice Chancellor of Student Affairs	Student Affairs
Kosik, Kenneth	Professor	Molecular, Cellular, and Developmental Biology	Mathematical, Life and Physical Sciences
Kuchera-Morin, JoAnn	Professor	Media Arts and Technology	Humanities and Fine Arts
Kuczenski, Brandon	Researcher	Bren School of Environmental Science and Management/ISBER	Bren School
Kuhn, Peter	Distinguished Professor	Economics	Social Sciences
Lawson, David	Associate Professor	Anthropology	Social Sciences
Leombruni, Lisa	Program Director / Lecturer	Bren School of Environmental Science and Management	Bren School
Lewallen, Anne-Elise**	Associate Professor	East Asian Language and Cultural Studies	Humanities and Fine Arts
Li, Xiaorong	Professor / Co-Director	East Asian Language and Cultural Studies	Humanities and Fine Arts
Lieberman, Debra	Director / Emerita	Center for Digital Games Research / Communication	Social Sciences
Lien, Pei-te	Professor	Political Science	Social Sciences
Lipsitz, George	Professor Emeritus	Sociology	Social Sciences
Lopez-Carr, David	Professor	Geography	Mathematical, Life and Physical

Nabi, Robin	Professor	Communication	Social Sciences
Nakamura, Jessica	Associate Professor	Theater / Dance	Humanities and Fine Arts
Narang, Neil	Associate Professor	Political Science	Social Sciences
Nash, Carlos	Director, Diversity Programs	Graduate Division	Office of Executive Vice Chancellor
Nowak, Joanne	Academic Coordinator	Blum Center	Social Sciences
O'Connor, Alice	Director	Blum Center	Social Sciences
Oaks, Laury	Professor	Feminist Studies	Social Sciences
Oprea, Ryan	Professor	Economics	Social Sciences
Park, John	Professor	East Asian Language and Cultural Studies	Humanities and Fine Arts
Park, Lisa	Professor / Chair	Asian American Studies	Social Sciences
Parks, Lisa	Professor	Film and Media Studies	Humanities and Fine Arts
Pedersen, Hal	Senior Lecturer	Statistics	Mathematical, Life and Physical Sciences
Pellow, David	Professor	Environmental Studies Program	Mathematical, Life and Physical Sciences
Petersen, Alexander**	Assistant Professor	Statistics	Mathematical, Life and Physical Sciences
Pines, Rachyl	Graduate Student	Communication	Social Sciences
Radde, Hugh	Graduate Student	Anthropology	Social Sciences
Raymond, Geoffrey	Professor	Sociology	Social Sciences
Reddinger, Jonathan	Graduate Student	Economics	Social Sciences
Reid, Scott	Professor	Communication	Social Sciences
Resnick, Elana	Professor	Anthropology	Social Sciences
Rios, Victor	Professor	Sociology	Social Sciences

Roberts, Luke	Co-Director	East Asia Center	Social Sciences
Roberts, Sarah	Assistant Professor	Gevirtz School of Education	EVC
Robinson, Kari	Academic Coordinator	Religious Studies	Humanities and Fine Arts
Robinson, Sarah	Graduate Student	Economics	Social Sciences
Robnett, Belinda	Vice Chancellor of Diversity, Equity and Inclusion	Office of Vice Chancellor of Diversity, Equity and Inclusion	EVC
Royer, Heather	Professor	Economics	Social Sciences
Rupp, Leila	Professor	Feminist Studies	Social Sciences
Saldivar Tanaka, Emiko	Associate Project Scientist	Anthropology	Social Sciences
Saleem, Muniba	Assistant Professor	Communication	Social Sciences
Sanchez, Daina	Assistant Professor	Chicana and Chicano Studies	Social Sciences
Sattin-Bajaj, Carolyn	Associate Professor	Gevirtz Graduate School of Education	EVC
Scanlon, Catherine	Graduate Student	Linguistics	Humanities and Fine Arts
Schwarz, Molly	Graduate Student	Economics	Social Sciences
Sepulveda-Diaz, Pablo	Graduate Student	Anthropology	Social Sciences
Sherman, David	Professor	Psychological and Brain Sciences	Mathematical, Life and Physical Sciences
Sims, Nathaniel	Graduate Student	Linguistics	Humanities and Fine Arts
Smith, Melissa	Director	Health Equity Initiatives, ISBER	EVC
Stohl, Cynthia	Distinguished Professor	Communication	Social Sciences
Stokes, Leah	Associate Professor	Political Science	Social Sciences
Stoll, Heather	Associate Professor	Political Science	Social Sciences
Sweeney, Stuart	Professor	Geography	Mathematical, Life and Physical Sciences
Taylor, Verta	Professor	Sociology	Social Sciences

Telles, Edward**	Distinguished Professor	Sociology	Social Sciences
Tettegah, Sharon	Professor	Black Studies	Social Sciences
Thaler, Kai	Assistant Professor	Global and International Studies	Social Sciences
Thebaud, Sarah	Associate Professor	Sociology	Social Sciences
Tooby, John	Distinguished Professor	Anthropology	Social Sciences
Triozzi, Nicholas	Graduate Student	Anthropology	Social Sciences
Troiani, Giorgia	Graduate Student	Linguistics	Humanities and Fine Arts
Twine, France	Professor	Feminist Studies	Social Sciences
Tyburczy, Jennifer	Associate Professor	Feminist Studies	Social Sciences
VanDerwarker, Amber	Professor	Anthropology	Social Sciences
Walker, Barbara	Director of Research Development/ Special Assistant to the EVC for Diversity Initiative	ISBER/Office of Research/EVC	EVC/Research
Walker, Janet	Professor	Film and Media Studies	Humanities and Fine Arts
Walsh, Casey	Professor	Anthropology	Social Sciences
Walther, Joseph	Director / Distinguished Professor	CITS/ Communication	Social Sciences
Wang, Yuedong	Professor	Statistics	Mathematical, Life and Physical Sciences
Weatherford, Stephen	Professor Emeritus	Political Science	Social Sciences
Weber, Rene	Professor	Communication	Social Sciences
Weinberger, Catherine	Project Scientist	ISBER	Social Sciences
Wilson, Gregory	Associate Professor	Anthropology	Social Sciences
Winder, Terrell	Assistant Professor	Sociology	Social Sciences
Wooten, Terrance	Assistant Professor	Black Studies	Social Sciences

Yasuda, Kim	Professor	Art	Humanities and Fine Arts
Zhao, Xiaojian	Professor	Asian American Studies	Social Sciences

** no longer affiliated with UCSB.



2020 – 2021
Postdoctoral
Researchers,
Graduate &
Undergraduate
Students

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Postdoctoral Researchers, Graduate and Undergraduate Students

Name	Status	Home Department	Home Division
Abdelmaksoud, Mohammad	Undergraduate		
Aceves Lopez, Mabel	Undergraduate		
Alami Gouraftei, Sarah	Graduate	Anthropology	Social Sciences
Ali, Warsan	Undergraduate		
Alvarez, Eduardo	Undergraduate		
Applewhite, Courtney	Graduate	Religious Studies	Humanities and Fine Arts
Berry, Christina	Undergraduate		
Bhagavatha, Prachi	Undergraduate		
Boyd, Mary	Undergraduate		
Brown, Jaia	Undergraduate		
Brush, Amanda	Graduate	Political Science	Social Sciences
Budge, Jason	Graduate	Sociology	Social Sciences
Burnett, Miriam	Graduate	Education	Gevirtz Graduate School of Education
Cantu, Angela	Undergraduate		
Cao, Ruoyi	Undergraduate		
Castro, Marian	Undergraduate		
Chahal, Baljot	Undergraduate		
Chen, Yibei	Graduate	Communication	Social Sciences
Chung, Bryan	Undergraduate		
Cifuentes, Sylvia	Graduate	Global Studies	Social Sciences
Cisneros, Monica	Undergraduate		

Coria-Cornejo, Miguelangel	Undergraduate		
Cortez, Lance	Undergraduate		
Elizalde, Carlos	Undergraduate		
Estrada-Martinez, Eric	Undergraduate		
Feng, Yichen	Graduate	PSTAT	Mathematical Life & Physical Sciences
Ferreras, Leilani	Undergraduate		
Freeman, Jennifer	Graduate	Education	Gevirtz Graduate School of Education
Galeazzi, Naomi	Undergraduate		
Garcia, Samantha	Undergraduate		
Gascon, Ian	Undergraduate		
Gaun, Janelle	Graduate	Bren School	Bren School
Gentile, Cloe	Graduate	Music	Humanities and Fine Arts
Gonzalez-Herrera, Jose	Undergraduate		
Guillen, Miguel	Undergraduate		
Halcomb, Laura	Graduate	Sociology	Social Sciences
Hall, Brynna	Graduate	History	Humanities and Fine Arts
Hansia, Moheemmad	Graduate	Communication	Social Sciences
Hernandez, Damaris	Graduate	Education	Social Sciences
Hodges, Heather	Postdoctoral Scholar	Political Science	Social Sciences
Hoesly, Dusty	Postdoctoral Scholar	Religious Studies	Humanities and Fine Arts
Hopp, Frederic	Graduate	Communication	Social Sciences
Iconomopoulos, Elizabeth	Undergraduate		
Jajo, Maryo	Undergraduate		

Janson, Melissa	Graduate	CCSP	Gevirtz Graduate School of Education
Jones, Casey	Graduate	Linguistics	
Kaczmar, Mika	Undergraduate		
Kam, Brian	Undergraduate		
Kang, Samantha	Graduate	Religious Studies	Humanities and Fine Arts
Kayal, Surojit	Graduate	English	Humanities and Fine Arts
Kerey, Ajar	Undergraduate		
Ketema, Raymok	Graduate	History	Humanities and Fine Arts
Khamis, Yara	Undergraduate		
Kirkwood, Gavin	Graduate	Communication	Social Sciences
Ko, Erica	Undergraduate		
Kraft, Thomas	Postdoctoral Scholar	Anthropology	Social Sciences
Kwon, Sarah	Undergraduate		
Labarre, Julien	Graduate	Political Science	Social Sciences
Lau, Eric	Undergraduate		
Leong, Su Yi	Graduate	Psychological & Brain Sciences	Mathematical, Life, and Physical Sciences
Leung, Melanie	Undergraduate		
Lew, Zi	Graduate	Communication	Social Sciences
Lloydhauser, Michael	Graduate	Education	Gevirtz Graduate School of Education
Lopez Morales, Betsabe	Undergraduate		
Lopez Santiago, Jaqueline	Undergraduate		
Lucas, Krista	Graduate	Education	Gevirtz Graduate School of Education

MacPherson, Maggie	Postdoctoral Scholar	ISBER	Office of Research
Maldonado, Alejandra	Graduate	Sociology	Social Sciences
Mashhadialireza, Myah	Undergraduate		
Mau, Elizabeth	Undergraduate		
McCune, Kelsey	Postdoctoral Scholar	ISBER	Office of Research
McDuffee, Brenna	Undergraduate		
McInturff, Michael	Postdoctoral Scholar	ISBER	Office of Research
McLeod, Taylor	Undergraduate		
Medrano, Manny	Undergraduate		
Mehrotra, Aniket	Undergraduate		
Mejia Becerra, Juan	Graduate	PSTAT	Mathematical, Life & Physical Sciences
Mejia, Vanessa	Undergraduate		
Mendez Murillo, Rose	Graduate	Communication	Social Sciences
Mendoza, Olivia	Undergraduate		
Menjivar-Mendez, Jos	Undergraduate		
Michael, Mary	Graduate	Film & Media Studies	Humanities and Fine Arts
Miles-Hercules, Dean	Graduate	Linguistics	Humanities and Fine Arts
Miljanich, Chris	Graduate	Political Science	Social Sciences
Monroe, Shayla	Graduate	Anthropology	Social Sciences
Moore, Jeremy	Graduate	Film & Media Studies	Humanities and Fine Arts
Morales, Christopher	Graduate	Religious Studies	Humanities and Fine Arts
Morales, Nancy	Graduate	Feminist Studies	Social Sciences
Moreira, Vitoria	Graduate	Global Studies	Social Sciences

Muwwakkil, Jamaal	Graduate	Linguistics	Humanities and Fine Arts
Ndimande, Jefferson	Graduate	History	Humanities and Fine Arts
Nguyen, Jessica	Graduate	Education	Gevirtz Graduate School of Education
Nguyen, Stephanie	Undergraduate		
Nigam, Astha	Undergraduate		
Nolan, Madeline	Graduate	EEMB	Mathematical, Life, and Physical Sciences
O'Hagan, Molly	Graduate	Global Studies	Social Sciences
Otmar, Christopher	Graduate	Communication	Social Sciences
Owens, Teannae	Undergraduate		
Pacheco, Juan	Graduate	Chicana/o Studies	Social Sciences
Patil, Shalmali	Undergraduate		
Patterson, Ruby	Undergraduate		
Perez, Roberto	Undergraduate		
Perkins, Omar	Graduate	Communication	Social Sciences
Pinheiro De Oliveira	Graduate	Global Studies	Social Sciences
Prado, Alejandro	Graduate	Chicana/o Studies	Social Sciences
Prentice Walz, Heather	Graduate	Anthropology	Social Sciences
Qi, Li	Graduate	Communication	Social Sciences
Quinn, Olivia	Graduate	Political Science	Social Sciences
Raghu, Pratik	Graduate	Global Studies	Social Sciences
Ramirez Cuellar, Jaime	Graduate	Economics	Social Sciences
Ramirez Moreno, Carolina	Graduate	Chicana/o Studies	Social Sciences
Ramirez Niembro, Paulina	Graduate	Chicana/o Studies	Social Sciences

Reid, Sean	Graduate	Geography	Mathematical, Life, and Physical Sciences
Reyes, Diego	Undergraduate		
Reyes, Felyssa	Undergraduate		
Rico, Humberto	Undergraduate		
Riordan, Eugene	Graduate	Global Studies	Social Sciences
Rodriguez Solis, Gerardo	Graduate	Anthropology	Social Sciences
Rodriguez, Jamileth	Undergraduate		
Romo-Gonzalez, Maria	Graduate	Education	Gevirtz Graduate School of Education
Sagastume, Lorna	Undergraduate		
Sahn, Alexander	Postdoctoral Scholar	ISBER	Office of Research
Sanabria, Sofia	Graduate	Education	Gevirtz Graduate School of Education
Sanchez Gutierrez, V	Undergraduate		
Sanie, Victoria	Undergraduate		
Segovia, Kaitlin	Undergraduate		
Shteyn, Michelle	Graduate	Psychological & Brain Sciences	Mathematical, Life, and Physical Sciences
Siddiqui, Zehra	Undergraduate		
Singh, Tanisha	Undergraduate		
Siy, Elizabeth	Undergraduate		
Sosa, Loretta	Undergraduate		
Stephen, Shakir	Graduate	Religious Studies	Humanities and Fine Arts
Stewart, Simone	Graduate	Mechanical Engineering	College of Engineering
Sturm, Ingmar	Graduate	Political Science	Social Sciences

Su, Jing	Graduate	Education	Gevirtz Graduate School of Education
Swanson, Emma	Undergraduate		
Szafraniec, Maya	Graduate	Anthropology	Social Sciences
Tejeda, Amaru	Graduate	Film & Media Studies	Humanities and Fine Arts
Tesfandrias, Abiel	Undergraduate		
Thompson, Amoni	Graduate	Feminist Studies	Social Sciences
Trachtman, Samuel	Graduate	Political Science	Social Sciences
Tran, Brianna	Undergraduate		
Tran, Miranda	Undergraduate		
Trites, Julia	Undergraduate		
Trites, Julia	Undergraduate		
Tsai, Karen	Graduate	Linguistics	Humanities and Fine Arts
Tsui, Zang Ching	Undergraduate		
Uddin, Noosha	Graduate	Political Science	Social Sciences
Ugoretz, Kaitlyn	Graduate	East Asian Studies	Humanities and Fine Arts
Uppal, Anagha	Graduate	Geography	Mathematical, Life, and Physical Sciences
Valenzuela, Erin	Undergraduate		
Vang, Katalina	Undergraduate		
Velasquez, Alyssa	Undergraduate		
Wang, Chenyue	Undergraduate		
Wilkenfeld, Jennifer	Graduate	Communication	Social Sciences
Wright, Courtney	Graduate	Education	Gevirtz Graduate School of Education

Xu, Chengyuan	Graduate	Media Arts & Technology	Humanities and Fine Arts
Yang, Rujun	Graduate	Sociology	Social Sciences
Zamora, Michele	Graduate	Political Science	Social Sciences
Zanker, Wendy	Undergraduate		
Zhang, Chao	Graduate	PSTAT	Mathematical, Life, and Physical Sciences
Zhang, Xiuhe	Undergraduate		
Zheng, Yi	Graduate	PSTAT	Mathematical, Life, and Physical Sciences
Zonouzi, Leila	Graduate	Global Studies	Social Sciences



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External Participation

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External Participation

Name	Title/Status	Affiliation	Project/Grant
Nikeetha Farfan D'Souza	Postdoctoral Fellow	Indiana University	Sloan Equity and Inclusion in STEM Introductory Education (SEISMIC), Sloan Foundation (PI: Linda: Adler-Kassner)
Yasser Abu Jamei	Director	Gaza Community Mental Health Programme	Orfalea Center for Global & International Studies (Director, Paul Amar)
Monika Borgmann	Co-founder	MENA Prison Forum	Orfalea Center for Global & International Studies (Director, Paul Amar)
Shrishtee Bajpai	Co-Facilitator	Global Tapestry Alliance	Orfalea Center for Global & International Studies (Director, Paul Amar)
Paolo Solis	HR & Operations Manager	Amazon Frontlines	Orfalea Center for Global & International Studies (Director, Paul Amar)
Saraí Rivadeneyra Morales		Radio Tsinaka	Orfalea Center for Global & International Studies
Takudzwa Dazzie Tavanhira		Independent	Orfalea Center for Global & International Studies (Director, Paul Amar)
Michael Akladios		The Coptic Canadian History Project	Orfalea Center for Global & International Studies (Director, Paul Amar)
Alejandra Alvarez		Voces Mesoamericanas, Acción con Pueblos Migrantes, AC	Orfalea Center for Global & International Studies (Director, Paul Amar)
Siddhartha Sen		SCOPE	Orfalea Center for Global & International Studies (Director, Paul Amar)
Tina Cordova		Concerned Citizens for Nuclear Safety	Orfalea Center for Global & International Studies (Director, Paul Amar)
Marika Sigal	Graduate Student	CSU Northridge	ISBER Social Science Research Grant (PI, Maya Barnett)

Paloma Vargas	HSI Initiatives Director	Cal Lutheran University	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Phil Hampton	VC STEM Director	CSU Channel Islands	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Araceli Espinoza-Wade	PROMESAS Project Director	CSU Channel Islands	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Marcella Klein Williams	HSI Title III Director	Oxnard College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Katie Pierce	Upward Bound Director	Oxnard College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Eliseo Gonzalez	HSI STEM Director	Oxnard College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Dan Kumpf	Dean of Sciences	Ventura College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Jens Khun	Dean of Sciences	Santa Barbara City College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Virginia Estrella	MESA Program Director	Santa Barbara City College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Adolfo Corral	STEM Transfer Program Coordinator	Santa Barbara City College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Christine Reed	MESA Program Director	Allan Hancock College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Angelica Eulloqui	MESA/STEM Coordinator	Allan Hancock College	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Jeff Jackson	Teacher/Counselor	Adolfo Camarillo High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Hugo Tapia	Teacher/Counselor	Adolfo Camarillo High School	Office of Education

			Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Janelle Jovanni	Teacher/Counselor	Carpinteria High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
David Corona	Teacher/Counselor	Channel Islands High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Sarah Mutuku	Teacher/Counselor	Channel Islands High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
David Haggerty	Teacher/Counselor	Dos Pueblos High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Katie Mendenhall	Teacher/Counselor	Dos Pueblos High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Syed Hamid	Teacher/Counselor	El Camino Junior High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Paul White	Teacher/Counselor	Fremont Academy	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Christian Davey	Teacher/Counselor	Hueneme High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Julia Deckrow	Teacher/Counselor	Hueneme High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Gudalupe Zamora	Teacher/Counselor	Isabell Middle School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Brenda Osuna Roman	Teacher/Counselor	Isabell Middle School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Garrett Thompson	Teacher/Counselor	Isabell Middle School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Erin Vanderroovart	Teacher/Counselor	Kermit McKenzie Intermediate School	Office of Education Partnerships/MESA (PIs, Glenn

			Beltz, Mario Castellanos)
Mario Perez	Teacher/Counselor	Kermit McKenzie Intermediate School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Hozby Galindo	Teacher/Counselor	La Cumbre Junior High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Emigdio Cordova	Teacher/Counselor	Oxnard High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Nicholas Peterson	Teacher/Counselor	Oxnard High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Jason McClug	Teacher/Counselor	Pacifica High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Shawn Quien	Teacher/Counselor	R.J. Grank Academic of Marine Science & Engineering	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Lorene Bacon	Teacher/Counselor	Rio del Valle Middle School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Beulah Espinoza	Teacher/Counselor	Rio Mesa High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Kimberly Landberg	Teacher/Counselor	Rio Real K-8 Dual Immersion School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Heriberto Rojas	Teacher/Counselor	Rio Vista Middle School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Thomas Riparetti-Brown	Teacher/Counselor	San Marcos High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Rocio Bravo	Teacher/Counselor	Santa Paula High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)
Kaitlyn Swift	Teacher/Counselor	Santa Paula High School	Office of Education Partnerships/MESA (PIs, Glenn Beltz, Mario Castellanos)

Briana Rotella	Field Volunteer	Albinger Museum	NSF Doctoral Dissertation (PI: Kaitlin Brown)
Griselda Reyes Basurto	Community Collaborator	MILPA	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Carmen Hernández	Community Collaborator	MILPA	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Jeremías Salazar	Community Collaborator	MILPA	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Arcenio Lopez, Vanessa Teran	Community Collaborator	MICOP	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Jessica Monforte Lavariega	Dean	California Lutheran University	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Joe Velasco, Liliana Santana	Teacher	Santa Barbara High School	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Jennifer Slep	Teacher	Santa Barbara High School	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Susan Kipp	Teacher	San Marcos High School	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Paula Sevilla	Teacher	Adelante Charter School	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Harmony Donald	Undergraduate Student	North Carolina A&T University	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Jullien Harris	Undergraduate Student	North Carolina A&T University	Center for California Languages & Culture/NSF

			Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Kayla Mitchell	Undergraduate Student	North Carolina A&T University	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Angel Longus	Undergraduate Student	Stevenson University	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Shannon Robinson	Undergraduate Student	Western Michigan University	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Aris Clemons	Graduate Student	UT Austin	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Michel DeGraff	Faculty	MIT	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Brandy Gatlin Nash	Faculty	UC Irvine	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Joseph Hill	Faculty	Rochester Institute for Technology	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Khalil Iskarous	Faculty	USC	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Krystal Smalls	Faculty	University of Illinois, Urbana-Champaign	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Julie Washington	Faculty	Georgia State University	Center for California Languages & Culture/NSF Award (Director/PI, Mary Bucholtz, PI, Eric Campbell)
Paulino Morales	Faculty	Universidad San Carlos Guatemala	MesoAmerican Research Center (Director, Anabel Ford)

Jorge Mendoza	Faculty	ECOSUR Mexico	MesoAmerican Research Center (Director, Anabel Ford)
Victor Cuc	Faculty	ECOSUR Mexico	MesoAmerican Research Center (Director, Anabel Ford)
Cessia E Chuc Uc	Faculty	UACAM Mexico	MesoAmerican Research Center (Director, Anabel Ford)
Gerlard Islebe	Faculty	ECOSUR Mexico	MesoAmerican Research Center (Director, Anabel Ford)
Nuria Torrescano	Faculty	ECOSUR Mexico	MesoAmerican Research Center (Director, Anabel Ford)
Sukanya Sharma	Faculty	IIT Guwahati Assam India	MesoAmerican Research Center (Director, Anabel Ford)
Cynthia Ellis Topsey	Community Advocate/Leader	Community Outreach Belize	MesoAmerican Research Center (Director, Anabel Ford)
Narciso Torres	Master Forest Gardener	Forest Garden Belize	MesoAmerican Research Center (Director, Anabel Ford)
Cristina Gonzalez	Faculty	University of Essex UK	MesoAmerican Research Center (Director, Anabel Ford)
James Bacon	Faculty	GIS Surry UK	MesoAmerican Research Center (Director, Anabel Ford)
Megan Kresse	Faculty	Allegheny College Penn	MesoAmerican Research Center (Director, Anabel Ford)
Arron Fuentes	Faculty	Radford College VA	MesoAmerican Research Center (Director, Anabel Ford)
Carlos Verela	Faculty	UNAM Mexico	MesoAmerican Research Center (Director, Anabel Ford)
Felipe Xate	Faculty	UNAM Merida	MesoAmerican Research Center (Director, Anabel Ford)
Anabelle Rogriguez	Faculty	Rutgers	MesoAmerican Research Center (Director, Anabel Ford)
Bruce Chapman	Scientist	NASA JPP	MesoAmerican Research Center (Director, Anabel Ford)
Ben Holt	Scientist	NASA JPL	MesoAmerican Research Center (Director, Anabel Ford)
Aarti Israni	Graduate Student	University of Michigan	Building social capital in low-income communities of color: A longitudinal randomized experiment, Family

			Independence Initiative (PI: Amy Gonzales)
Tawanna Dillahunt	Faculty	University of Michigan	Building social capital in low-income communities of color: A longitudinal randomized experiment, Family Independence Initiative (PI: Amy Gonzales)
Julie Hui	Faculty	University of Michigan	Building social capital in low-income communities of color: A longitudinal randomized experiment, Family Independence Initiative (PI: Amy Gonzales)
Madison Hubble	Graduate	Seattle Pacific University	NSF Doctoral Dissertation (PI: Carmen Hove)
Melanie Martin	Professor	University of Washington	NSF Doctoral Dissertation (PI: Carmen Hove)
Eleanor Brindle	Research Scientist	University of Washington	NSF Doctoral Dissertation (PI: Carmen Hove)
Arvind Shrivats	Postdoctoral Scholar	Princeton University	Stochastic Models, Indices and Optimization Algorithms for Pricing and Hedging Reliability Risks in Modern Power Grids, Princeton University (PI: Michael Ludkovski)
Austin Cole	Statistician	Virginia Tech	Collaborative Research: Gaussian Process Frameworks for Modeling and Control of Stochastic Systems, NSF (PI: Michael Ludkovski)
Robert Gramacy	Faculty	Virginia Tech	Collaborative Research: Gaussian Process Frameworks for Modeling and Control of Stochastic Systems, NSF (PI: Michael Ludkovski)
Maria Andrea Rojas Montes	Researcher	Universidad de San Carlos, Guatemala	NSF Doctoral Dissertation (PI: Mallory Melton)
Chengkai Li	Faculty/Co-PI	UT Arlington	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Sibel Adlai	Faculty/Co-PI	Rensselaer Polytechnic Institute	Credible Open Knowledge Network, Convergence

			Accelerator, NSF (PI: Miriam Metzger)
Xiaojing Liao	Faculty/Co-PI	Indiana University	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Jun Yang	Faculty/Co-PI	Duke University	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Yinghui Wu	Faculty/Co-PI	Washington State	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Luna Dong	Senior Personnel	Amazon	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Jonathan Bakdash	Researcher	Army Research Lab	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Laura Marusich-Cooper	Researcher	Army Research Lab	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Alun Preece	Faculty	Cardiff University	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Ashwin Machanavajjhala	Faculty	Duke University	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Lavanya Vasudevan	Faculty	Duke University	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Cong Yu	Research Scientist	Google Research	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Marina Danilevsky	Research Scientist	IBM Research –	Credible Open Knowledge

		Almaden	Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Yun-yao Li	Research Scientist	IBM Research - Almaden	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Char Sample	Cybersecurity Research Fellow	ICF Inc	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Juliana Freire	Faculty	NYU	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Sutanay Choudhury	Researcher	Pacific Northwest National Lab	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Giovanni da San Martino	Researcher	Qatar Computing Research Institute	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Preslav Nakov	Researcher	Qatar Computing Research Institute	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Nan Tang	Researcher	Qatar Computing Research Institute	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Jing Gong	Faculty	Temple University	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Naeemul Hassan	Faculty	University of Maryland	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Gautam Das	Associate Dean for Research	UT Arlington	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)

Ming Li	Faculty	UT Arlington	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Shirin Nilizadeh	Faculty	UT Arlington	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Mark Tremayne	Faculty	UT Arlington	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Yan Xiao	Faculty	UT Arlington	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Jennifer Zhang	Faculty	UT Arlington	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Daniel Krawczyk	Faculty	UT Dallas	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Lauren Santoro	Faculty	UT Dallas	Credible Open Knowledge Network, Convergence Accelerator, NSF (PI: Miriam Metzger)
Hanna Breetz	Faculty	Arizona State University	The Comparative Politics of Climate Change Policy Princeton University (PI: Matto Mildenberger) Surveying climate-vulnerable populations in the global South using facebook, Yale University (PI: Matto Mildenberger)
Sara Constatino	Faculty	Princeton University	The Comparative Politics of Climate Change Policy Princeton University (PI: Matto Mildenberger) Surveying climate-vulnerable populations in the global South using facebook, Yale University

			(PI: Matto Mildenberger)
Parrish Bergquist	Faculty	Georgetown University	The Comparative Politics of Climate Change Policy Princeton University (PI: Matto Mildenberger) Surveying climate-vulnerable populations in the global South using facebook, Yale University (PI: Matto Mildenberger)
Peter Howe	Faculty	Utah State University	The Comparative Politics of Climate Change Policy Princeton University (PI: Matto Mildenberger) Surveying climate-vulnerable populations in the global South using facebook, Yale University (PI: Matto Mildenberger)
Gabriel De Roche	Graduate Student	UC San Diego	The Comparative Politics of Climate Change Policy Princeton University (PI: Matto Mildenberger) Surveying climate-vulnerable populations in the global South using facebook, Yale University (PI: Matto Mildenberger)
David Brockman	Faculty	UC Berkeley	How Inequality in Communication to Congress perpetuates Political Inequality: Evidence from Administrative Data on Contact with Congressional Offices, UC Berkeley (PI: Matto Mildenberger)
Cassie Barnhard	Faculty	University of Iowa	Blum Center (Director Alice O'Connor , PI: Joanne Nowak)
Yulia Gilichinskaya	Graduate Student	UC Santa Cruz	Blum Center (Director Alice O'Connor , PI: Joanne Nowak)
Julia Jordan-Zachery	Faculty	UNC-Charlotte	Blum Center (Director Alice O'Connor , PI: Joanne Nowak)
Makeen Zachery	Founder	Blk Girl Culture	Blum Center (Director, Alice

			O'Connor)
Ana Rosa Rizo-Centino (current Executive Director of One)	Executive Director/Senior Organizer	Step A La Vez Food and Water Watch/Action	Blum Center (Director, Alice O'Connor)
Nadia Abushanab)	Advocacy and Event Director	Santa Barbara County Action Network	Blum Center (Director, Alice O'Connor)
Yulia Gilichinskaya	Founding Organizer	Wildcat Strike at UCSC	Blum Center (Director, Alice O'Connor)
Elvia Cruz (UCSB alumna)	Alumna	UCSB	Blum Center (Director, Alice O'Connor)
Marcelino Sepulveda	Executive Director	Santa Barbara Student Housing Cooperative	Blum Center (Director, Alice O'Connor)
Billi Jo Starr	Co-founder	Freedom 4 Youth	Blum Center (Director, Alice O'Connor)
Jon Clark	Community Partner	James Bower Foundation	Blum Center (Director, Alice O'Connor)
Marcos Vargas	Community Partner	Fund for Santa Barbara	Blum Center (Director, Alice O'Connor)
LeeAnne McNulty	Community Partner	Alan Hancock College	Blum Center (Director, Alice O'Connor)
Lucas Zucker	Community Partner	Central Coast Alliance United for a Sustainable Economy	Blum Center (Director, Alice O'Connor)
Benjamin Enke	Faculty	Harvard University	Procedural Complexity and Economic Behavior, NSF (PI: Ryan Oprea)
Thomas Graeber	Faculty	Harvard University	Procedural Complexity and Economic Behavior, NSF (PI: Ryan Oprea)
Chad Kendall	Faculty	University of Southern California	Procedural Complexity and Economic Behavior, NSF (PI: Ryan Oprea)
Beth Tsai	Faculty	Stony Brooks University	East Asia Center (Director, Luke Roberts)
Lawanda Lyons-Pruitt	President	SML NAACP	UCGHI/UCOP (PI: Melissa Smith)
Yasmin Dawson	Member	SML NAACP	UCGHI/UCOP (PI: Melissa

			Smith
Andrea Medina	Coordinator	Latinx & Indigenous Migrant COVID-19 Response Task Force	UCGHI/UCOP (PI: Melissa Smith)
Sean Sugai	Undergraduate Student	UC Los Angeles	UCGHI/UCOP (PI: Melissa Smith)
Maite Delneuve	Undergraduate Student	UC San Diego	UCGHI/UCOP (PI: Melissa Smith)
Heather Thakar	Faculty	Texas A&M	Collaborative Research: Domestication, Food Production and Arboriculture During the Early to Late Holocene at El Gigante Rockshelter, (11,000-2,500 cal BP), NSF (PI: Vanderwarker)
Kevin Wann	Graduate Student	Texas A&M	Collaborative Research: Domestication, Food Production and Arboriculture During the Early to Late Holocene at El Gigante Rockshelter, (11,000-2,500 cal BP), NSF (PI: Vanderwarker)
Ken Hirth	Faculty	Penn State University	Collaborative Research: Domestication, Food Production and Arboriculture During the Early to Late Holocene at El Gigante Rockshelter, (11,000-2,500 cal BP), NSF (PI: Vanderwarker)
Alejandra Domic	Postdoctoral Scholar	Penn State University	Collaborative Research: Domestication, Food Production and Arboriculture During the Early to Late Holocene at El Gigante Rockshelter, (11,000-2,500 cal BP), NSF (PI: Vanderwarker)
Wesley Stoner	Faculty	University of Arkansas	Collaborative Research: Agricultural Intensification in the Classic Gulf Lowlands, Veracruz, NSF (PI: Vanderwarker)
Sally Horne	Faculty	University of Tennessee	Collaborative Research: Agricultural Intensification in the Classic Gulf Lowlands, Veracruz, NSF (PI: Vanderwarker)

Lourdes Budar	Faculty	Universidad Veracruzana	Collaborative Research: Agricultural Intensification in the Classic Gulf Lowlands, Veracruz, NSF (PI: Vanderwarker)
Matt Rafalow	Visiting Scholar	UC Berkeley	CITS (Director, Joe Walther)
Ramesh Srinivasan	Faculty	UC Los Angeles	CITS (Director, Joe Walther)
Sonja Diaz	Civil Rights Attorney/Founding Executive Director	UC Los Angeles/Luskin School of Public Affairs	CITS (Director, Joe Walther)
Cristina Beltrán	Faculty	New York University	CITS (Director, Joe Walther)
Hany Farid	Faculty	UC Berkeley	CITS (Director, Joe Walther)
Sharad Goel		Stanford University	CITS (Director, Joe Walther)
Sonia Katyal	Faculty	UC Berkeley	CITS (Director, Joe Walther)
Katharine Wilkinson	Author, Strategist, VP	Project DrawDown	A Matter of Degrees: Podcast About the Climate Crisis, McKnight Foundation (PI: Leah Stokes)
Sydney Bartone	Independent Contractor	"A Matter of Degrees: Podcast About the Climate Crisis" & "Carbon Pricing Workshop"	A Matter of Degrees: Podcast About the Climate Crisis, McKnight Foundation (PI: Leah Stokes) Carbon Pricing Workshop, NYU, (PI: Leah Stokes) Electric Utilities Knew: Tracing American Utilities; Climate Denial Campaigns, Rockefeller Family Fund (PI: Leah Sokes)
Julian Brave Noisecat	Writer, Activist, VP	Policy for Data for Progress	A Matter of Degrees: Podcast About the Climate Crisis, McKnight Foundation (PI: Leah Stokes)
Narayan Subramanian	Research Fellow/ Independent Contractor	UC Berkeley Law	Carbon Pricing Workshop, NYU, (PI: Leah Stokes)
Ole Martin Lægneid	Researcher	NORCE	The Electoral Ramifications of Environmental Policy, Norwegian Research Centre AS NORCE (PI: Leah Stokes)

Martin Vinæs Larsen	Faculty	Aarhus University	The Electoral Ramifications of Environmental Policy, Norwegian Research Centre AS NORCE (PI: Leah Stokes)
Maryna Povitkina	Faculty	University of Gothenburg	The Electoral Ramifications of Environmental Policy, Norwegian Research Centre AS NORCE (PI: Leah Stokes)
Dag Arne Christensen	Research Professor	NORCE	The Electoral Ramifications of Environmental Policy, Norwegian Research Centre AS NORCE (PI: Leah Stokes)
Andreas Nordang Uhre	Researcher	NORCE	The Electoral Ramifications of Environmental Policy, Norwegian Research Centre AS NORCE (PI: Leah Stokse)
Alexander Hertel-Fernandez	Faculty	Columbia University	Carbon Pricing Workshop, NYU (PI: Leah Stokes)

A scenic view of the UCSB campus featuring a large body of water in the foreground, a multi-story building in the middle ground, and a prominent tower in the background. The sky is clear and blue. A large white circle is overlaid on the left side of the image, containing the text.

2020 – 2021

Center Reports & Other Programs

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Programs

Mathematics, Engineering, Science Achievement (MESA) Program

PI: Glenn Beltz

Co-PI: Mario Castellanos

Director: Micaela Morgan

Mission Statement/Goals:

Mathematics, Engineering, Science Achievement's (MESA's) mission is to create opportunities for educationally disadvantaged students, especially those from groups with low participation rates in college, to prepare for and enter professions requiring degrees in engineering and other mathematics-based scientific fields. UCSB's MESA vision is to promote inclusive and adaptive initiatives and partnerships with university, school, community, and educationally supportive programs, which share goals and approaches that are consistently complementary to MESA's mission, so that more educationally under-served students are inspired to pursue, persist, and achieve math, science and engineering qualifications and careers.

MESA COLLEGE PREP PROGRAM assists pre-college students at middle and senior high schools so they excel in math, engineering, and science so they become competitively eligible for the most rigorous colleges and universities. The MESA College Prep program partners with teachers, administrators, school district officials and industry representatives to provide a comprehensive and robust academic enrichment model. Students are selected to participate in the MESA College Prep program through a process that involves teacher recommendations at participating schools leading MESA class periods or after-school programs with the support of UCSB MESA personnel. Main components of the MESA College Prep program include: Individual Academic Plans, study skills training, MESA Day (STEM) Academies, career and college exploration, parent leadership development, MESA periods and programs, and teacher/advisor professional development opportunities. In 2020-21, the UCSB MESA College Prep program served a total of 19 school sites in seven districts reaching 308 students in middle and high schools in Santa Barbara and Ventura Counties.

MESA UNIVERSITY PROGRAM is a retention and graduation support program for educationally disadvantaged undergraduate students to attain baccalaureate degrees in engineering, math, science or computer science. The MESA University Program focuses on academics, leadership preparation, and collaborative problem-solving training to produce highly skilled graduates who meet industry's technology workforce needs and who help drive the state's economy. The MESA University Program establishes a peer community for its students, most of whom are first in their family to go to college, with resources, mutual support, and motivation. This academic peer community is a major element that sets MESA University Program apart from other programs. Staff and faculty work together to increase students' awareness and access to

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graduate degree programs and to promote community service through outreach events and mentoring. Main components of the MESA University Program include: academic excellence workshops, orientation sessions for freshmen and transfers, study skills, research and undergraduate support programs, career advising, connections to professional organizations, professional development workshops, and partial funding that includes internships, and scholarship opportunities. The UCSB MESA University program served 86 undergraduates during the 2020-21 AY. The MESA University Programs receives funds from their host institutions and additional support from local industry partners.

The Destination College Advising Corps (DCAC) program's mission is to increase the college going and completion rates for low-income, first-generation college, and underrepresented students. Our DCAC and MESA programs work closely to ensure students are best prepared to apply to and succeed in college post high school graduation.

DESTINATION COLLEGE ADVISING CORPS PROGRAM achieves its mission by providing students and families with college preparation workshops and one-on-one advising opportunities. Students are guided by highly trained, first-generation, recent college graduates who are embedded in their school site full-time as a DCAC College Adviser. DCAC College Advisers are part of a fellowship program, which can last a maximum of two years and aims to train and prepare them to be leaders in the education field. DCAC College Advisers work with a cohort of 9th-12th grade students and all seniors at their assigned school site. Students receive the following types of support in the program: intensive academic advising and college planning, development and review of an individualized academic plan (IAP) utilizing the UC Office of the President's Transcript Evaluation Service (TES), financial aid and scholarship application assistance, college application assistance, student leadership development, college campus visits, and ACT/SAT registration assistance. The UCSB DCAC program is currently at five high schools in three districts between Santa Barbara and Ventura counties. Last year, the UCSB DCAC program served over 2,000 seniors and 372 cohort students (the cohort is comprised of 183 MESA high school students and 189 DCAC only students).

Highlights and Achievements:

The Mathematics, Engineering, Science Achievement (MESA) Center at UCSB directs two MESA Programs: the pre-college MESA College Prep Program and the UCSB undergraduate MESA University Program. At UCSB, these two MESA programs and their ancillary projects and affiliations, are closely aligned and are actively involved in K-12 outreach. There has been a long-standing effort at UCSB to prepare and motivate pre-college students for STEM studies and to retain and continue supporting them through the baccalaureate degree and on to graduate studies or careers. Strong ties continue between the MESA University Program and student organizations, Los Ingenieros and NSBE, who emphasize outreach to K-12 students and the development of cohorts from the MESA College Prep program to the MESA University Program. This K-20-alumni loop, which attracts mentors and replenishes the college-going pool, is particularly effective with first-generation and underrepresented students, especially in rigorous and historically exclusive STEM fields.

UCSB MESA celebrated its 14th year under the Office of Education Partnerships (OEP), as the official program partner and administrative unit. The MESA program is run under the guidance of the OEP K-12 Programs Director and MESA and DCAC Director, Dr. Micaela Morgan. Dr. Glenn Beltz, Associate Dean for Engineering Undergraduate Programs, continues to provide programmatic oversight and assistance as MESA's and DCAC's Principal Investigator. Dr. Beltz also works closely with the Co-Principal Investigator Mario Castellanos, Executive Director of UCSB's Office of Education Partnerships. The partnership has allowed MESA to increase its involvement and development of academic preparation and retention partnerships and initiatives. Working in this education milieu that is focused on college readiness for first-generation college, low-income, and underrepresented students, MESA and DCAC's affiliation with OEP, increases the opportunities to share information, resources and staff support (e.g., support from an Evaluation Coordinator and Professional Development & Curriculum Coordinator, and collaboration with OEP Coordinators).

Programming for this reporting year was virtual in nature due to the COVID-19 pandemic, which meant some conferences and events could not take place; however, our staff took great care to develop engaging virtual options for our students. Additional highlights for the UCSB MESA and DCAC Programs in the 2020-21 AY include, but are not limited to:

- Individualized Academic Plan (IAP) creation and meetings for all 8th -12th grade students.
- Monitoring students' A-G (UC and CSU) eligibility with the Transcript Evaluation Service (TES) available in all our MESA high schools.
- UC Scout "On Demand" Scholarships offered in summer 2021 to aid students in A-G courses they did not receive good grades in.
- Over 19 UCSB MESA/LI/NSBE/SACNAS students helped plan, organize, run, volunteer and mentor students at the 2021 Virtual Destination College! Science and Technology MESA Days events in early March 2021. Several UCSB MESA Alumni supported the virtual MESA Days by being judged in a virtual capacity.
- Provided virtual academic and professional preparation events for our MESA University program students.
- Los Ingenieros was named the "Best Small Chapter" by the National SHPE organization (November of 2020).
- Hosted the first MESA Successful Transition Program (M-STP) virtually for 20 students.
- The DCAC program led 2,007 virtual, one-on-one advising sessions, provided workshops to 2,777 students via group sessions, assisted with 1,455 college application submissions, and ensured 1,305 FAFSA or Dream Act applications were completed.

MESA & DCAC College Prep Related Events:

- UCSB OEP hosted its 22nd Annual Destination College! Science and Technology MESA Day (multiple days in early March 2021) in collaboration with the Office of Education Partnerships, DCAC Program, College of Engineering, and STEM student organizations. MESA and DCAC students participated in STEM workshops and MESA Day competitions. We had 110 students participate in the 2021 Virtual MESA Days events. The DCAC College Advisers hosted college preparation workshops over various days and the sessions included:

- o “You can still submit! Last minute financial aid application help” (senior session),
- o “Know your options. Introduction to CA four systems of higher education (5-11th grade),”
- o “Understanding College Costs” (parent session), and
- o College Panel.
- UCSB MESA undergraduate students hosted STEM workshops on various days. For the STEM workshops, we sent materials packets to families who registered so they could follow along with the projects via Zoom. The workshops included the following:
 - o “Magnetic Slime,”
 - o “Growing Your Own Bacteria,” and
 - o “Making Molecules.”
- The 2020-21 AY was the UCSB DCAC program’s 2nd year; however, it was done entirely in a virtual setting. We were very pleased to see the impact our DCAC College Advisers were able to make during the challenging COVID-19 pandemic. One of the main highlights was in the National Student Clearinghouse data for the class of 2021. Our UCSB DCAC program had a college enrollment average of 68%. The other UC DCAC programs had college enrollment averages of 56%, 52% and 30%. We also saw an average of 2% increase in the class of 2021 enrolling directly in a 4-year university following high school.

MESA University Related Events:

- We supported the MESA Virtual Student Leadership Conference (11/13/20) by moderating sessions.
- Our office hosted an HSI Regional Alliance STEM Open House for Community College (10/30/20).
- We distributed scholarships and recognized graduating MESA students at the Virtual MESA Celebration on May 30, 2021.

UCSB Faculty Participants:

Glenn Beltz, Engineering

Non-UCSB Faculty Participants/Collaborators:

Kirk Fields

Dr. Dave Bothman

HSI Regional Alliance Partners:

Paloma Vargas, HSI Initiatives Director, Cal Lutheran

Phil Hampton, VC STEM Director, CSUCI

Araceli Espinoza-Wade, PROMESAS Project Director, CSUCI

Marcella Klein Williams, HSI Title III Director, Oxnard College

Katie Pierce, Upward Bound Director, Oxnard College

Eliseo Gonzalez, HSI STEM Director, Oxnard College

Dan Kumpf, Dean of Sciences, Ventura College

Jens Khun, Dean of Sciences, Santa Barbara City College

Virginia Estrella, MESA Program Director, Santa Barbara City College

Adolfo Corral, STEM Transfer Program Coordinator, Santa Barbara City College

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Christine Reed, MESA Program Director, Allan Hancock College
Angelica Eulloqui, MESA/STEM Coordinator, Allan Hancock College
Glenn Beltz, College of Engineering Associate Dean of Students, UCSB
Cuca Acosta, Associate Director of Admissions, UCSB
Melissa Chavez, Assistant Director of Admissions, Transfer, UCSB

MESA Advisers (K-12 Teachers and Counselors):

Jeff Jackson, Adolfo Camarillo High School
Hugo Tapia, Adolfo Camarillo High School
Janelle Jovanni, Carpinteria High School
David Corona, Channel Islands High School
Sarah Mutuku, Channel Islands High School
David Haggerty, Dos Pueblos Senior High
Katie Mendenhall, Dos Pueblos Senior High
Syed Hamid, El Camino Junior High
Paul White, Fremont Academy of Environmental Science & Innovation Design
Christian Davey, Fremont Academy of Environmental Science & Innovation Design
Julia Deckrow, Hueneme High School
Gudalupe Zamora, Hueneme High School
Brenda Osuna Roman, Isbell Middle School
Garrett Thompson, Isbell Middle School
Erin Vanderroovart, Kermit McKenzie Intermediate School
Mario Perez, Kermit McKenzie Intermediate School
Hozby Galindo, La Cumbre Junior High
Emigdio Cordova, Oxnard High School
Nicholas Peterson, Oxnard High School
Jason McClug, Pacifica High School
Shawn Quien, R.J. Frank Academy of Marine Science & Engineering
Lorene Bacon, Rio del Valle Middle School
Beulah Espinoza, Rio Mesa High School
Kimberly Landberg, Rio Real K-8 Dual Immersion School
Heriberto Rojas, Rio Vista Middle School
Thomas Riparetti-Brown, San Marcos Senior High
Rocio Bravo, Santa Paula High School
Kaitlyn Swift, Santa Paula High School

HSI Regional Alliance Community College Students:

Jacqlyn Rayas (Allan Hancock College)
Jasmine Write (Ventura College)
Angel Castanon (Ventura College)
Therence Habon (Ventura College)

Alumni and Industry Partners:

Armando Veloz

Ruben Diaz
Aimee Flores
Juan Zepeda
Bartholomew Perez
Alejandro Sanchez
Nery Lara
Miguel Flores
Isabel Matamoros
Juan Lara
Katya Echazarreta
Jose Naverette
Kaleb Admasu
Daquan Julienne
Ugo Nze
Malia Kanakanui
Alex Hunter
Bianca Graves
Gezan Yaya
Alex Vigil
Nathaniel Shankunte

Opening New Doors to Accelerating Success (ONDAS)

PI: Barbara Walker

Director: Malaphone Phommasa

Mission Statement and Goals:

The University of California – Santa Barbara, is a public, Hispanic-Serving, four-year degree granting institution that serves over 20,000 students. The service area includes high percentages of Hispanic populations and UCSB’s student demographics are beginning to reflect this, with a 26% Hispanic population, 70% of students who receive financial aid, and 39% who are first-generation. This is a departure from the past, when UCSB students were more often from affluent families. To meet the unique needs of the institution’s increasingly diverse and high need students, UCSB is proposing to develop ONDAS (Opening New Doors to Accelerating Success), a Title V activity that will help to eliminate many challenges identified at UCSB, including high probation rates in specific majors, lack of supportive services for students in targeted courses, lower GPA, first year retention, and completion rates for under-represented students, little training in alternative delivery methods for faculty, and student learning data that is collected from different systems that is not appropriately analyzed. These problems – identified through a self-study and through a review of several related documents – will be addressed through new support activities that will enable UCSB to increase services to high need students. The project will produce clear outcomes, addressed through three components: Component 1: First-Year Experiences; Component 2: Student Learning Analytics; and Component 3: Faculty Development

Research Highlights

This Department of Education grant funded the operations of the ONDAS Student Center and related student success and faculty professional development initiatives at UCSB. Evaluation and research was conducted on a comparison of academic outcomes of students served at the Center and the effects of the professional development programs on faculty teaching capacity.

UCSB McNair Scholars Program

Director/PI: Mirolava Chavez-Garcia

Co-PI: Vanessa Woods

Assistant Director: Veronica Femmatt

Program Coordinator: Raquel Dykshoorn

McNair Scholars Program Mission and Goals

Mission

Our mission is to achieve equitable access to higher education and promote the success of diverse and underrepresented populations by demystifying academia's "hidden curriculum." To do so, we provide student-centered, holistic mentoring within a culturally relevant context designed to increase students' academic, professional, and personal growth. We offer one-on-one mentoring, cohort-based seminars, and resources to build confidence and strengthen the purpose and vision of our students for research-based careers. To achieve our goals, we work in community and in partnerships with campus organizations and individuals benefiting the needs of our students.

Core Values

We believe in research to affect academic, professional, and personal growth.

We provide the tools to build self-efficacy and empowerment.

We value diversity and promote equity.

We work in the community and for social Justice.

Goals

The McNair Scholars Program prepares qualified undergraduates for entrance to graduate programs in all fields of study. The goals of McNair are to increase the number of first-generation, low-income and/or underrepresented students in doctoral programs, and ultimately, to diversify the faculty in colleges and universities across the country. To do so, scholars have the opportunities to participate in academic year and summer research activities; attend courses, seminars and workshops on topics related to graduate school preparation; complete a research project under the guidance of a faculty mentor; and present their research at local, regional and national conferences.

Highlights and Achievements:

McNair Summer Program Highlights, 2021

The McNair Scholars Summer Program continued virtually this summer due to the ongoing pandemic. Eighteen students participated in our online summer program, while four of our scholars attended external summer programs. Abraham Soto participated in the Summer Internship Program at John Hopkins University School of Medicine, Alyssa Frick-Jenkins participated in the Academic Research Consortium Summer Program at UCSB, and Isaias Ghezze and Odalys Callejas were WAVE Fellows at CalTech. Students in our summer program worked on individual research projects and began preparing for graduate school. They attended weekly seminars on research, writing, and presentation skills, and workshops to prepare them for the first year of graduate school. Seniors presented their research at the annual UCLA McNair Scholars Conference, and all our scholars participated in the UCSB McNair Summer Research Symposium. Both events continued virtually and were well attended by faculty, family, and friends.

McNair Graduates, 2021

15 of the graduates are attending Master's and PhD programs

Xochitl Briseño – M.Ed., UC, Berkeley

Jaqueline Lopez Santiago – Ph.D., School Psychology, Graduate School of Education, UC Berkeley

Julia Rosales – M.P.P., Goldman School of Public Policy, UC Berkeley

Fidel Lopez – M.S., Mathematics, New York University

Jackie Valenzuela – Ph.D., Education, UCSB

Wren Palmer – Ph.D., University of Michigan, American culture PhD

Carolina Ramirez Moreno – Ph.D., Literature, Spanish emphasis, UC San Diego

Zoey Eddy – Ph.D., Social Psychology, Rutgers University

Juanita Iheanacho – M.A., Ethnic Studies, SFSU

Raymond Thicklin – Ph.D., Scripps Institute of Oceanography, UCSD

Kevin Garcia – M.S., Biology, CSU, San Marcos

Marco Colin – Ph.D., Chemical Engineering, University of Delaware

Almalina Gomes – M.P.H., Emory University

Rosy Hernandez – Ph.D., Data Science, University of Texas, Austin

Luna Perez-Vega – M.S., Urban Studies, UC Irvine

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McNair Student Publications and Awards, Spring 2021

Zoey Eddy

Sanchez, D.T., Gaither, S.E., Albuja, A. F., & Eddy, Z.E. (in press). How Policies Can Address Multiracial Stigma. Policy Insights from the Behavioral and Brain Sciences.

Emily Lopez

Awarded the Qualcomm Scholarship by MESA, for academic achievement and leadership in SACNAS, an organization that promotes diversity and inclusion STEM.

Awarded the Ostrow Bruckner Scholarship by the math department, for outstanding academic achievement.

Isaias Ghezae

Awarded a \$6,000 scholarship in a neuroscience essay contest for his essay, My Journey in Neuroscience (Thus Far) as a Black Student. This scholarship is awarded by a Caltech neuroscience professor Doris Tsao, with the goal of encouraging African American college students to pursue their dreams about understanding the brain.

Awarded the \$750 URCA Grant, fall 2020.

Accepted to the Society for Personality and Social Psychology's "Social-Personality Undergraduate Research Program."

Accepted as a Student Research Affiliate at the Center for the Science of Moral Understanding.

Accepted into Caltech's BrainWAVE Fellowship Program this summer at their Tianqiao and Chrissy Chen Institute for Neuroscience.

Abraham Soto

Awarded the Hispanic Scholarship Fund Scholarship, June 2020. Awarded the Schmidt Research Mentorship Fellowship, June 2020.

Jordan Fobbs

Published a poem and analysis titled "Black Man Lost," in Starting Lines: An Anthology of Student Writing, published by the UCSB Writing Program.

Nicole Mendoza (alumna)

Awarded the Dean's Fellowship Award for the 1st year of her PhD program.

Submitted a paper with her mentor from UCSB and two of her grad students to the Health Communication Journal. Also submitted the paper to the National Communication Association

conference that is happening in November, where they have been awarded top 5 papers in the Health Communication division.

Kam, J. A., Mendez Murillo, R., Cornejo, M., & Mendoza, N. (November, 2020). The importance of norms and efficacy in predicting undocumented college students' intentions to talk to an on-campus mental health professional. Paper to be presented at the National Communication Association, Indianapolis, IN. Top Paper Panel. Health Communication Division.

Carolina Ramirez Moreno

Awarded a \$750 URCA grant.

Wren Palmer

Awarded the English Department's Christopher Michaels-Martinez Memorial Scholarship.

Julia Rosales

Received the UCSB Economics Undergraduate Department Service Award. Graduated with highest honors.

UCSB McNair Summer Research Symposium, 2021

Thriving, Not Surviving: Navigating Higher Education as a First-Generation College Student, Summer 2021

For the fourth year in a row, the McNair Scholars Program helped organize a workshop on "Thriving, Not Surviving: Navigating Higher Education as a First-Generation College Student." Held virtually on August 3, 2021, this year's event was a collaboration among the McNair Scholars Program, ONDAS Student Center, Transfer Student Center, and Educational Opportunity Program (EOP) at UCSB. This event, which was sponsored by EOP, included a first-generation graduate student panel via Zoom followed by a graduate student-led discussion session in twelve breakout rooms. With over 120 participants, the audience was composed of students in the Summer Transfer Transitions Program (STTP) as well as UCSB undergraduates, graduate students, and community members. The goal of this event was to increase awareness of the obstacles that first-gen students experience in higher education and provide strategies for thriving in academia. Attendees discussed topics such as family achievement guilt, imposter syndrome, microaggressions, working with mentors, self-care strategies, and building community.

UCSB McNair Scholars Research Journal: The 11th volume of the UCSB McNair Scholars Research Journal was published in 2021. It contains the work of graduating seniors that represents the wide range of fields in which the students major. The journal is on line at: https://issuu.com/ucsbmcnair/docs/mcnairjournal_final_2021

UCSB Faculty Participants

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We had 46 faculty participants, which includes the mentors, faculty director, co-PI, and STEM Advisory Board.

Chavez-Garcia, Miroslava, History
Charity Hudley, Anne, Linguistics
Woods, Vanessa, Psych & Brain Sciences
Nancy Collins, Psych & Brain Sciences
Mattanjah De Vries, Chemistry
Mireles-Rios, Rebeca, Education
Rudnick ,Roberta, Earth Science
Arya, Diana, Education
Zok, Frank, Materials
Brandt, Timothy ,Physics
Major, Brenda, Psychology and Brain Science
Wooten, Terrance, Black Studies
Strongman, Roberto, History
Woote, Terrance, Black Studies
Valentine, David, Marine Science
Yu, Hongbo, Psych. & Brain Sci.
Spickard, Paul, History
Read de Alaniz, Javier, Chemistry
Ludkovski, Michael, Statistics and Applied Probability
Plantinga, Andrew, Bren School of Environmental Science
Janusonis, Skirmantas, Psych. & Brain Sci.
Craig, Katy, Mathematics
Dowdy, Erin, Counseling, Clinical, or School Psychology
Vespa, Emanuel, Economics
Barnett, Miya, Education
McAuley, Chris, Black Studies
Ma, Zach, MCDB
Luna, Zakiya, Sociology
Olguin, Ben, English
Duran, Richard, Education
Robinson, William, Sociology
Royer, Heather, Economics
Kim, Heejung, Psychology and Brain Sciences
Garcia, San Juanita, Chicana/o Studies
Blankholm, Joseph, Religious Studies
Kuris, Armand, EEMB
Lee, Jin Sook, Education
Han, Song-I, Chemistry and Biochemistry
Kia-Keating, Maryam, Education

King, Jennifer, Geography

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Sharkey, Jill ,Education
Beamon, Jean, Sociology
Conroy-Beam, Daniel, Psych and Brain Sci.
Bailey, Sophia, Chemistry
Shewry, Teresa, English
Bennahum, Ninotchka, Theater and Dance

UCSB Graduate Participants

Iliana Flores, Graduate Mentor, School of Education
Xochitl Clare, Graduate Mentor, Marine Biology
Christopher Morales, Writing Specialist, Religious Studies

UCSB Undergraduate Participants

Xochitl Briseño
Odalys Callejas
Denise Castro
Marco Colin
Ezequiel Contreras Martinez
Zoey Eddy
Jordan Fobbs
Alyssa Frick-Jenkins
Jordyn Fuggins
Kevin Garcia
Isaias Ghezae
Almalina Gomes
Arsalan Hashmi
Andrea Hercules
Rosalia Hernandez
Juanita Iheanacho
Simran Kaur
William Lao
Emily Lopez
Jaqueline Lopez Santiago
Fidel Lopez
Yaxcha Mariles
Gilbert Murillo
Faye Nguyen
Wren Palmer
Luna Perez-Vega
Carolina Ramirez Moreno
Arleth Real
Ryan Rising
Jamiléth Rodriguez
Julia Rosales

Laura Rosero Rondon
Diana Sanchez
Zion Solomon
Abraham Soto
Carla Suarez Soto
Raymond Thicklin
Miranda Tran
Jaquelyn Valenzuela
Marian Walker
Britney Walton
Ajah Whitehead

ISBER Center Reports

BROOM CENTER FOR DEMOGRAPHY

Director: Maria Charles

Co-Director: Shelly Lundberg

Mission Statement/Goals:

The Leonard and Gretchan Broom Center for Demography facilitates and engages in research and training in social demography and population studies, with particular emphasis on social and economic inequalities and health disparities. Key issues explored by Center Associates include inequalities across social groups defined by gender, sexuality, race/ethnicity, and immigration status; population-environment interactions; the determinants of population health; migration flows; spatial demography; and the allocation of resources within and among families, workplaces, schools, and other social institutions.

Highlights/Achievements:

In Fall 2020, the Broom Center took the lead in organizing a consortium of University of California population centers. Dubbed "UCPop" (Population Centers of the University of California), the group includes population/demography centers at UC Santa Barbara, UC Berkeley, UC Los Angeles, and UC Irvine.

Center Events:

Prior to the campus' COVID-related shutdown, the Broom Center continued its tradition of lively and well-attended seminars every other Monday afternoon, followed by a reception. The Seminar Series, held in North Hall 1:00-2:15pm, features research talks by distinguished speakers from UCSB and around the state, country, and world. One of the unfortunate results of the global shutdown was our inability to host visitors during the 2020-21 academic year. Associates look forward to resuming this practice once local, national, and global restrictions are lifted. UCPop. During the pandemic, we have made use of virtual technologies to tighten our connections with the other UC population/demography centers at UC Berkeley, UC Los Angeles, and UC Irvine.

FALL 2020 [Remote due to COVID]:

October 5: Andrew Foster (Brown, Economics) "Start What You Finish! Ex Ante Risk and Schooling Investments in the Presence of Dynamic Complementarities"

Host: Kelsey Jack

October 19: Alexandra Killewald (Harvard University, Sociology) "Have Changing Family Demographics Narrowed the Gender Wage Gap?"

Host: Maria Charles

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November 2: Jennifer Beam Dowd (University of Oxford, Demography and Population Health) "Perspectives from a Pandemic: Demographic Insights and Battling the "Infodemic"
Host: Susie Cassels

November 16: Khandis Blake (University of New South Wales) "Sex, Money and Gender Roles: Interdisciplinary Approaches to Resolving Gendered Conflict"
Host: David Lawson

December 7: Michelle Budig (University of Massachusetts Amherst, Sociology) "Mothers' Employment and Labor Market Outcomes among Ethno-Religious Groups in Israel"
Host: Sarah Thébaud

WINTER 2021 [Remote due to COVID]

January 11: Rebecca Sear (London School of Hygiene and Tropical Medicine) "The Myth of the 'Traditional' Nuclear Family: Evidence, Causes and Consequences"
Host: Mike Gurven

January 25: Gabriella Conti (University College London, Economics) "Health effects and role genetics in home visiting programmes"
Host: Heather Royer

February 8: Liana Sayer (University of Maryland, Sociology) "Country and Weekday/Weekend Variation in Associations of Employment with Mothers' Unpaid Work" Host: Maria Charles

February 22: Rachel Carmody (Harvard, Human Evolutionary Biology) "Ecological sensitivity of the human gut microbiome"
Host: Mike Gurven

March 8: Goleen Samari (Columbia, Population and Family Health) "Anti-Muslim Racism and Structural Impacts on Health"
Host: Liz Ackert

SPRING 2021 [Remote due to COVID]

March 29: John Park (UCSB, Asian American Studies) "Korean Migrations to the United States After 1965: From Settlement to Circulation"

April 26: Andrew Tatem (University of Southampton, Geography) "Geospatial data integration for mapping population distributions, demographics and dynamics"
Host: Susie Cassels

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May 10: Andrés Villarreal (UCLA, Sociology) "Immigrants' Economic Assimilation: Evidence from Longitudinal Earnings Records"

Host: Maria Charles

May 17: Broom Center Alumni Career Panel

May 24: Peter Q. Blair (Harvard Graduate School of Education) "Skills, Degrees and Labor Market Inequality"

Host: Shelly Lundberg

UCSB Faculty Participants:

The current Broom Center roster includes 34 faculty and postdoctoral Research Associates and 53 Graduate Associates spanning eleven disciplines and programs (Anthropology; Asian American Studies; Marine Biology; Environmental Science and Management; Economics; Geography; Global and International Studies; Marine Science; Political Science; Psychological and Brain Sciences; and Sociology).

CENTER FOR CALIFORNIA LANGUAGES AND CULTURES (CCALC)

Director: Mary Bucholtz

Associate Director: Dolores Inés Casillas

Mission Statement/Goals:

The Center for California Languages and Cultures (CCALC) is a central hub for scholars, students, educators, policymakers, and members of the general public seeking to gain a greater understanding of the state's rich linguistic resources both past and present. CCALC is committed to advancing knowledge of the many forms of language within the state and their social, cultural, and political meanings and uses. It additionally aims to raise awareness of the crucial importance of language as an invaluable yet often underappreciated resource for California and Californians—and often for non-Californians as well.

More languages are spoken in California than anywhere else in the United States. Immigrant languages from around the world continue to enrich the state's linguistic heritage, despite considerable pressures from the dominant language, English, and from restrictive language policies in education and other domains. In fact, California has been characterized by linguistic diversity since before European contact, and in the face of daunting odds, a small number of the state's indigenous languages still survive, all of them severely endangered. California English also encompasses multiple linguistic varieties: the state boasts a wealth of regional and ethnoracial dialects, yet these are relatively poorly understood by researchers and frequently devalued by the public despite their complexity and cultural significance. In addition to languages and dialects, California is also known for the distinctive and often widely emulated speech styles of its many subcultural groups and for ways of using language associated with activities that are especially characteristic of California. CCALC has a broad mandate to advance

research, education, and public understanding regarding all of these kinds of language as crucial elements of California's cultural landscape.

To further these goals, we undertake three kinds of activities: research, education, and outreach. CCALC provides an intellectual home for faculty and graduate students pursuing research on all aspects of California's languages and culture and organizes a biennial conference to disseminate new work in this area. We also foster innovative research initiatives, especially collaborative and interdisciplinary work, in order to help keep scholarship on language within the state moving in promising new directions. In addition, we offer special opportunities for graduate students to learn more about language and culture in California, advance their own research, and develop valuable professional skills in the CCALC seminar, and we encourage the development of graduate and undergraduate courses related to California's linguistic and cultural diversity. Finally, we are committed to sharing knowledge with California residents and the wider public via our outreach activities in local schools and communities as well as online. Through these efforts, we aim to promote and disseminate up-to-date and accurate information about the many kinds of language in the state and to contextualize this information in relation to social, cultural, political, and historical processes in which language plays a prominent role. In doing so, we hope to provide a scholarly perspective on ongoing policy debates as well as to give Californians a deeper appreciation of their own linguistic heritage and the tremendous benefits that all Californians gain by fostering rather than suppressing the state's linguistic diversity.

Highlights/Achievements:

In the past year we supported three large collaborative projects: MILPA (Mexican Indigenous Languages Promotion and Advocacy; Eric Campbell, PI) SKILLS (School Kids Investigating Language in Life and Society; Jin Sook Lee, PI), and UCSB-HBCU Scholars in Linguistics Program (Anne Charity Hudley, PI). External funding highlights include: MILPA: Supported submission of NSF grant proposal; secured NSF INTERN funding. SKILLS: Supported submission of Spencer Foundation proposal and W.T. Grant Foundation letter of intent (via Education); supported securing of SBUSD grant for \$30,000.

Center Events:

August 7-8, 2021 (online): Scholars in Linguistics: Second Annual Advancing African American Linguist(ic)s Symposium. The symposium featured research presentations from all perspectives on African-American language, literacy, and culture for the Second Annual Advancing African American Linguist(ic)s Symposium as well as papers and workshops that support the professional development of African-American linguists. There were two presentation options: flash presentations and general research presentations, plus a series of workshops.

UCSB Faculty Participants:

Eric Campbell, Linguistics
Anne Charity Hudley, Linguistics
Jin Sook Lee, Education

CENTER FOR DIGITAL GAMES RESEARCH

Director: Debra Lieberman

Mission Statement/Goals:

UCSB's Center for Digital Games Research works to advance the theory, research, and evidence-based design of effective, impactful digital media, games, and game technologies that benefit individuals and society. We accomplish this through research, teaching, mentoring, advocacy, and outreach, and by fostering faculty collaboration, providing scientific leadership, and informing the university community and the public about discoveries in our field.

Highlights and Achievements:

several of the center's faculty affiliates reported achievements in the games research field in 2020-21.

Alenda Chang, Associate Professor of Film and Media Studies, received one of UCSB's most prestigious faculty honors, the Plous Award, which is given annually to an assistant professor from the humanities, social sciences or natural sciences who has demonstrated exceptional achievement in research, teaching, and service. She also founded and co-edits the journal, Media+Environment (University of California Press), and she joined the editorial boards of a book series called Video Games and the Humanities and of the Journal of Gaming and Virtual Worlds.

Norah Dunbar, Professor of Communication, has garnered more than \$1.7 million in grants and subcontracts during the past three years and is currently working on them in areas including The Future of Work at the Human-Technology Frontier (National Science Foundation), development of role-playing games that help U.S. military leaders in foreign countries determine whether they are dealing with a friend or foe (Department of Defense), and a video game to improve players' ability to assess the credibility of another person (National Science Foundation). Her publications include an article in the International Journal of Game-Based Learning called Training Law Enforcement Officers to Identify Reliable Deception Cues with a Serious Digital Game, and a chapter titled Mitigating Bias and Improving Professional Decision-making through Persuasive Training Games, in the book Persuasive Gaming in Context.

Debra Lieberman, center director, gave a presentation, called Digital Games for Good: Research-based Design Strategies, at an event at the Museum of Exploration + Innovation (MOXI) in Santa Barbara. Other faculty affiliates of the center, including Alenda Chang, Mattanjah de Vries, Norah Dunbar, and Christian Thomas, gave demonstrations of serious games and virtual reality to attendees of the event. Debra also served as a research advisor to NOVA Polar Extremes, a climate education project led by the Bren School at UCSB in collaboration with Boston Public Television Station WGBH and with funding from the TV series NOVA.

Richard Mayer, Professor of Psychology, published articles including Limits on Training Inhibitory Control with a Focused Video Game, in the Journal of Cognitive Enhancement; Replicated Evidence Towards a Cognitive Theory of Game-based Training, in the Journal of Educational Psychology; and Learning a Second Language by Playing a Game, in the journal Applied Cognitive Psychology. At the Annual Convention of the Association for Psychological Science, he presented a poster called Role of Variety in Cognitive Involvement after Video Game Training.

Ronald Rice, Professor of Communication, is a research collaborator on a project awarded \$723,000 called PARIS - Paradoxes and Tensions in Employees' Information Sharing through Social Media. He also co-edited The Oxford Handbook of Digital Technology and Society (2020) and contributed a chapter to the handbook called Motivations for Online Knowledge Sharing.

Rene Weber, Professor of Communication, served as Co-PI on awards that totaled \$375,000. They are The Ticket to Inclusion: An Economic Analysis of Popular Film (Sundance Film Institute and the Women in Film Society); Moral Foundation of Movies: Examining the Virtuous Content and Financial Performance of Popular Films (Templeton Foundation); and Predicting Real-World Conflicts with UCSB's Moral Narrative Analyzer Platform (United States Army Research Laboratory). He co-edited the Handbook of Communication Science and Biology and published numerous articles such as Video game violence and interactivity: Effect or equivalence? In the Journal of Communication, and Selective reward responses to violent success events during video games, in the journal Brain Structure and Function.

UCSB Faculty Affiliates:

Elizabeth Belding, Professor, Computer Science
Jim Blascovich, Professor, Psychological and Brain Sciences
Alenda Chang, Assistant Professor, Film & Media Studies
Keith Clarke, Professor, Geography
Mattanjah de Vries, Professor, Chemistry & Biochemistry
Norah Dunbar, Professor, Communication
Michael Gerber, Professor, Education
Michael Hanrahan, Lecturer, Carsey-Wolf Center
Mary Hegarty, Professor, Psychological and Brain Sciences
Tobias Hollerer, Professor, Computer Science
Krzysztof Janowicz, Assistant Professor, Geography
Kenneth Kozik, Professor, Neuroscience Research
Chandra Krintz, Professor, Computer Science
George Legrady, Professor, Art Studio and Media Arts and Technology Program
Lisa Leombruni, Lecturer, Environmental Science & Management
Richard Mayer, Professor, Psychological and Brain Sciences
Miriam Metzger, Professor, Communication
Sharleen O'Brien, PsyD, Associate Dean & Director of Health & Wellness, UCSB Student Health
Ronald Rice, Professor, Communication
Jonathan Schooler, Professor, Psychological and Brain Sciences

Misha Sra, Assistant Professor, Computer Science
Leah Stokes, Assistant Professor, Political Science
Christian Thomas, Lecturer, Writing Program
Richert Wang, Lecturer, Computer Science
Rene Weber, Professor, Communication

UCSB Advisor:

Trip Hawkins, Professor of Practice, Technology Management Program

Non-UCSB Advisors:

Steve Cole, PhD – Professor of Medicine, UCLA; former Vice President of Research & Development, HopeLab
Trip Hawkins – Executive coach and founder of Electronic Arts, 3DO, and Digital Chocolate; founding VP of Marketing at Apple Computer during its first four years
Neil Izenberg, MD -- Founder and Chief Executive, Nemours Center for Children’s Health Media, Nemours Children’s Health System; Professor of Pediatrics, Sidney Kimmel College of Medicine, Thomas Jefferson University
Alan Miller -- Co-founder, Activision, Accolade, and Click Health; CEO, Player Propensities
Rita Moya -- Board Chair, Direct Relief
Deborah Ann Mulligan, MD FAAP FACEP -- Professor of Pediatrics, Nova Southeastern University; Director, Institute for Child Health Policy; Chief Medical Affairs Officer, MDLIVE
Shaun Thomson -- World Surfing Champion; best-selling author; award-winning filmmaker; entrepreneur; inspirational speaker

CENTER FOR EVOLUTIONARY PSYCHOLOGY (CEP)

Co-Director: Leda Cosmides

Co-Director: John Tooby

Mission Statement/Goals:

The mission of the Center for Evolutionary Psychology is to provide support for research and comprehensive training in the field of evolutionary psychology, and to facilitate multidisciplinary and multi-university collaborations

UCSB Faculty Participants:

Aaron Blackwell, Anthropology
Dan Conroy-Beam, Psychological and Brain Sciences
Steve Gaulin, Anthropology
Mike Gazzaniga, Psychological & Brain Sciences
Tamsin German, Psychological & Brain Sciences
Michael Gurven, Anthropology
Zoe Liberman, Psychological & Brain Sciences

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Jim Roney, Psychological & Brain Sciences

Non-UCSB Faculty Participants/Collaborators:

Ricardo Andrés Guzmán (Universidad del Desarrollo, Chile)

Rose McDermott (Brown University)

CENTER FOR INFORMATION TECHNOLOGY AND SOCIETY (CITS)

Director: Joseph Walther

Academic Coordinator: Melissa Bator

Mission Statement/Goals

The Center's mission is to discover, synthesize, and apply cutting-edge knowledge from these diverse perspectives to understand the effects, and guide the development and use of information technologies in contemporary society; CITS seeks to address sociotechnical problems that are too big for any particular discipline to solve on its own.

Highlights/Achievements

- COVID-19-related: CITS/Bertelsen Presidential Chair funded and completed research on the COVID pandemic, and the effects of communication technology during forced separation on university students' relationships. Findings were presented at the Rupe Biennial Conference and the International Communication Association annual conference, both in May, 2021.
- Justice, Equity, Diversity, and Inclusion: CITS helped organize and/or supported a number of research lectures showcasing research on algorithmic bias and discrimination.
- Fake News and a New Theory: CITS donations funded a 2-year research effort completed in June, 2021, on the impact of social approval messages in social media that magnify readers' beliefs in fake news. This research advances theory in an important new direction. Over 30 UCSB students helped conduct this research.
- Collaboration and Recognition: CITS has become a sought-after campus resource for technology and society issues, asked to co-sponsor 4 research lectures with the Chicano Studies Institute, the Mellichamp Initiative in Mind and Machine Intelligence, the Center for Responsible Machine Learning, and the Global Media Technologies & Cultures Lab.
- During 2020-2021, the CITS Academic Coordinator, Dr. Melissa Bator, continued to co-manage the Sustainable Technology Repair Initiative (STRI), a grant-funded program to provide UCSB affordable, accessible, and environmentally sustainable technological repair to reduce digital inequities and e-waste. Currently, the CITS Academic Coordinator employs three grant-funded, work-study undergraduate students, co-supervised with the Blum Center's Academic Coordinator. During 2020-2021, these students implemented free, virtual troubleshooting consultation services for UCSB students experiencing digital device issues. They also won grants from The Green Initiative Fund at UCSB and created a business plan to make STRI permanent.

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- CITS's education public website, "A Citizen's Guide to Fake News," gained increased international readership in advance of the US Presidential Election, as reported in the Campus Current.

UCSB Faculty Participants

COLLEGE OF ENGINEERING

Divyakant Agrawal, Computer Science
 Kevin Almeroth, Computer Science
 Stephen Barley, Technology Mgmt Program
 Elizabeth Belding, Computer Science
 John Bowers, Electrical & Computer Engineering
 Amr El Abbadi, Computer Science
 Paul Leonardi, Technology Mgmt Program
 Linda Petzold, Computer Sci & Mech Engineering
 Ambuj Singh, Computer Science, Biomolecular Science and Engineering Program, and the Technology Management Program
 William Wang, Computer Science
 Bob York, Technology Mgmt Prog & Elec Engineering

SOCIAL SCIENCES

Bruce Bimber, Political Science
 Dolores Inés Casillas, Chicana/o Studies
 Norah Dunbar, Communication
 Andrew Flanagin, Communication
 Jennifer Gibbs, Communication
 Amy Gonzales, Communication
 Barbara Herr Harthorn, Anthropology
 Dan Lane, Communication
 Miriam Metzger, Communication
 Eric Smith, Political Science
 Cynthia Stohl, Communication
 Michael Stohl, Communication
 Sharon Tettegah, Black Studies
 Simon Todd, Linguistics
 Rene Weber, Communication
 Joseph Walther, Communication
 John Woolley, Political Science (emeritus)

HUMANITIES AND FINE ARTS

Linda Adler Kassner, Writing Program
 Alenda Chang, Film & Media Studies
 Jeremy Douglass, English

Anna Everett, Film & Media Studies
Jennifer Holt, Film & Media Studies
Lisa Jevbratt, Art
George Legrady, Media Arts & Technology
Alan Liu, English
Karen Lunsford, Writing Program
Patrick McCray, History
Christopher Newfield, English
Lisa Parks, Film and Media Studies
Constance Penley, Film & Media Studies
Amy Proppen, Writing Program
Rita Raley, English
Laila Shereen Sakr, Film & Media Studies
Greg Siegel, Film & Media Studies
Cristina Venegas, Film & Media Studies
William Warner, English

MATH, LIFE, & PHYSICAL SCIENCES

Krzysztof Janowicz, Geography
Richard Mayer, Psychological & Brain Sciences

BREN SCHOOL

James Frew, Bren School

GEVIRTZ GSE

Chuck Bazerman, Education

UC HEALTH EQUITY INITIATIVES

Melissa Smith

Center Events

October 22, 2020: "CITS Triple Header Research Lectures"

Speakers: Sharon Tettegah (Department of Black Studies), Dan Lane (Department of Communication), and Ambuj Singh (Department of Computer Science). This event focused on 'Research on Emotions and Technology Using "Social Simulations", "Revising Digital Political Inequality", and "Team Dynamics with Human and Artificial Intelligence Team Members".'

November 12, 2020: "Digital Divisions: Schools as Socializing Agents for Digital Participation."

Speaker: Dr. Matt Rafalow (Scholar at UC Berkeley's Center for Science, Technology, Medicine, and Society, Social Scientist at Google). This event focused on a comparative ethnographic study of three middle schools, specifically the ways teachers differently socialize their students' expectations for digital participation by student class and race.

January 7, 2021: “Toward a Digital Bill of Rights”

Speakers: Ramesh Srinivasan (Professor of Information Studies and Design at UCLA, founder of the UC-wide Digital Cultures Lab), Amr El Abbadi (CITS Steering Committee member, Professor and former chair of UCSB Computer Science), and Lisa Parks (Distinguished Professor of Film and Media Studies, Director of the Global Media Technologies and Cultures Lab). This event focused on the erosion of rights within a digital landscape controlled by Big Tech companies, and pathways forward for preserving rights to free speech and privacy.

January 28, 2021: “Disinformation Campaigns: A Discussion of Politics, Pandemics, and Chicana/x and Latina/x Communities.”

Speakers: Sonja Diaz (Founding Executive Director of the UCLA Latino Policy and Politics Initiative) and Cristina Beltrán (Associate Professor of Social and Cultural Analysis, New York University). This event focused on the continuing lack of cultural and linguistically appropriate engagement by government actors to integrate and respond to the needs of non-white, non-English-dominant communities. Co-sponsored by the Chicano Studies Institute.

February 25, 2021: “Preserving Integrity in Online Social Media.”

Speaker: Dr. Alon Halevy (Professor at the University of Washington and Director at Facebook Artificial Intelligence since 2019). This event focused on some of the recent progress made in the area of keeping users on social media platforms safe from malicious purposes and some of the challenges that lie ahead in regards to online social networks.

March 4, 2021: “Silicon Valley’s Caste System: Race, Class, and All Women Coding Boot Camp.”

Speaker: France Winddance Twine (Professor of Sociology at UC Santa Barbara). This event focused on the occupational caste system in Silicon Valley. Co-sponsored by the Departments of Black Studies, Feminist Studies, and Sociology.

March 8, 2021: “The Hidden Risks of AI: Discrimination, Disinformation and the Need for a New Public Policy.”

Speaker: Sonya Katyal (Co-director of the Berkeley Center for Law & Technology, and Distinguished Haas Chair). This event focused on the impending conflict between the protection of civil rights and artificial intelligence (AI). Co-sponsored by UCSB Mind & Machine Intelligence.

April 12, 2021: “The Accuracy, Fairness, and Limits of Machine Learning in Criminal Justice.”

Speaker: Hany Farid (Professor at UC Berkeley with joint appointment in Electrical Engineering & Computer Sciences and the School of Information) and Sharad Goel (Assistant Professor at Stanford University in the department of Management Science & Engineering). This event focused on the potential, limitations, and risks of algorithmic justice. Co-sponsored by the Center for Responsible Machine Learning and the Sage Center for the Study of the Mind.

CENTER FOR MIDDLE EAST STUDIES (CMES)

Director: Walid Afifi

Academic Coordinator: Lisa McAllister

Mission Statement/Goals:

The Center for Middle East Studies (CMES) is an interdisciplinary network of scholars dedicated to studying the Middle East and Islam and disseminating knowledge both to the UCSB campus community and outside of it. Bringing together scholars from the Humanities, Fine Arts, and Social Sciences, CMES has historically accomplished this mission by organizing a wide variety of events, providing travel support to graduate students, and guiding the undergraduate major in Middle East Studies. We seek to involve the widest possible spectrum of scholars and students in activities that increase campus awareness of the contributions of Middle Eastern and Islamic societies to global culture, both past and present.

Founded in 1990, CMES continues to pursue its mission of supporting education and research about the Middle East and Islamic world. Our successes to date are evident in the conferences, lectures, film series, and performances we sponsor, the support we offer to graduate students from a wide range of departments, and the small but dedicated group of undergraduates who choose to major in Middle East Studies. We continue to support interdisciplinary research and teaching as ways to encourage intercultural understanding and dialogue.

Five primary projects for 2020-21:

- K-12 outreach: training educators on issues tied to the Middle East and Islam, bringing workshops and speakers to K-12 classrooms.
- A series on the broad topic of “Borders” - in collaboration with other Area Studies Centers/Programs and the Dept. of Global Studies.
- Submitting an application for funding (along with representatives from other Centers/Programs) tied to the Borders theme.
- Ongoing discussion to re-imagine a larger footprint for Area Studies centers.
- Diversifying the Center’s funding stream.

Highlights and Achievements:

- Became the regional site for the California Global Education Project to provide professional development opportunities for K-12 educators in Santa Barbara, Ventura, San Luis Obispo and Kern counties.
- Received a \$40,000 grant from the California Global Education Project to support K-12 outreach programming.
- Provided funding support to graduate students to support their changing research needs during the pandemic.
- Postponed Spring 2020 events to Fall 2020 successfully. These virtual events (held during Fall) have been attended by faculty, students and the general public from across the USA and the world.

- Organized 14 events and 6 postponed events.
- Worked with graduate students as moderators and hosts of events to support their professional development and networking.
- Continued to explore options for diversifying funding streams.
- Continued discussion to develop an area studies center, working jointly with each other and with Global Studies, as appropriate/relevant. Supported several collaborative research projects and events with the Orfalea Center. Led an extensive study into existing Global Studies-Area Studies initiatives across the world, resulting in numerous interviews and a 63 page report that served as the foundation for a three year proposal and funding request for review by Dean Hale, Dean Majewski and VCR Incandela.
- Started the Cultural Ambassador Program to support undergraduate and graduate students' telling of their cultural based stories and sharing of these with our K-12 community.
- Secured short-term continued funding for the Academic Coordinator position shared with the East Asia Center and Latin American Studies Program.
- Partnered with the Middle East Resource Center in EOP to better reach and meet the needs of the on-campus Middle Eastern community.

UCSB Executive Committee:

Paul Amar (Global Studies)
 Bassam Bamieh (Mechanical Engineering)
 Mona Damluji (Film and Media Studies)
 Cynthia Kaplan (Political Science)
 Kathleen Moore (Religious Studies)
 Laila Shereen Sakr (Film and Media Studies)
 Sherene Seikaly (History, Undergraduate Director)

UCSB Faculty Participants:

Sherene Seikaly (History)
 Bishnupriya Ghosh (Global Studies)
 Paul Amar (Global Studies)
 Mark Juergensmeyer (Global Studies)

Non-UCSB Faculty Participants:

Michael Cooperson (UCLA)
 Nadya Sbaiti (American University of Beirut)

Omar Sirri (American University of Beirut)
Serpa Ruken Sengul (UCLA)
Emrah Khayyat (Rutgers University)

EAST ASIA CENTER (EAC)

Director: Luke Roberts

Co-Director: Xiaorong Li

Academic Coordinator: Lisa McAllister

Mission Statement/Goals:

The East Asia Center (EAC) at the University of California, Santa Barbara promotes interdisciplinary research and cultural events on East Asia. It brings together UCSB faculty, students, and the wider local public with leading scholars and other creative individuals from other institutions in order to create a critical and nurturing community for the study of East Asia. EAC strives to collaborate with a range of departments, individuals and other units in the Humanities, Social Sciences and beyond that are invested in education and public understanding of East Asia. EAC invests in relationships between UCSB and the East Asian region as well as the academy and the public.

Highlights/Achievements:

The East Asia Center had a successful year in which it supported fourteen events and a Japan Foundation workshop, helped manage a Korea Foundation Grant housed in the EAC, revamped the EAC web page and participated as a founding member of the Area and Global Studies Initiative on campus. However we were unable to access and utilize AGI funding to promote some planned research initiatives. Once we can access these funds in the 2021-22 year we hope to begin. This year we were able to use \$4200 in funding from the HFA Dean.

Center Events:

08/3/20 - 8/6/20 - Displaced: Exploring the Refugee Crisis in the K-12 Classroom - Professional development summer institute in partnership with CMES, LAIS and the California Global Education Project (EAC provided staff time and found undergraduate speakers).

10/1/20 - 10/3/20 - Realisms in East Asian Performing Arts Conference (co-sponsored and provided extensive staff support/time)

10/21/20 - Professor Hu Ying (East Asian Studies, UC Irvine) | Frantic Roaming: Nora, Lu Xun and Eileen Chang (recorded)

10/27/21 - Professor Katherine Alexander (Asian Languages & Civilizations, University of Colorado) | Liu Xiang baojuan: A Case Study in Tradition and Creativity in Qing Popular Religious Literature (recorded)

10/28/20 - Professor Amy Stanley (History, Northwestern University) | Stranger in the Shogun's City: A Japanese Woman and Her World

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11/5/20 - Professor Sean Metzger (Theater, Film, and Television, UC Los Angeles) | Oriental Sensitivity: Towards a Poetics of Global Studies (recorded)

1/20/21 - Professor Marnie S. Anderson (Department of History, Smith College, Massachusetts): Starting Over in Meiji Japan: the Lives of a Former Samurai and his Ex-Concubine

2/4/21 - Professor Xiaojian Zhao (Asian American Studies, UC Santa Barbara, California) | Crime and Punishment: Revisiting the Sent-Down Youth Movement in Mao's China (recorded)

3/3/21 - Professor Peter Eckersall (Theater, City University New York, New York): Okada Toshiki's Laboratory for an Ecological Theatre – The Eraser Series (recorded)

4/21/21 - Professor Kelly Hammond (East Asian History, University of Arkansas) | Supporting the Faith, Building the Empire: Imperial Japan's Islamic Policies in World War II (recorded)

4/28/21 - Professor Ke Wang (Graduate School of Intercultural Studies, Kobe University, Japan) | The Birth of Modern Chinese Nationalism and Its Relations with Meiji Japan

5/13/21 - Professor Gordon Mathews (Anthropology, Chinese University of Hong Kong) | The World in Guangzhou: Africans and Other Foreigners in South China's Global Marketplace (recorded)

5/19/21 - Dr. Lily Anne Welty (Asian American Studies, UC Los Angeles) | Mixed-race Black identities in post-war Japan and Okinawa

5/27/21 - Professor Shao-yun Yang (History & East Asia Studies, Denison University) | Thinking about Race and Ethnicity in Imperial China (recorded)

The EAC also provided staff assistance and co-funding for the Japan Foundation Critical Interventions Lab II "Japanese Culture en Route: Transnational Currents and Connections in Japanese Performing Traditions" that occurred throughout May 2021.

UCSB Faculty Participants:

Advisory Board

Professor Jia-Ching Chen, Global Studies

Professor Jin-Sook Lee, Education

Professor Yunte Huang, English

Professor Luke Roberts, History

Professor Katherine Saltzman-Li, EALCS

UCSB Affiliated Faculty:

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ASIAN AMERICAN STUDIES

John Park
Lisa Park
Ayako Takamori
Xiaojian Zhao

COMMUNICATION

Howard Giles

EAST ASIAN LANGUAGES AND CULTURAL STUDIES

Akiyo Cantrell
Bella Shu-chuan Chen
Eunjin Choi
William Fleming
Sabine Frühstück
Daoxiong Guan
Jennifer Chuan-chen Hsu
Ann-Elise Lewallen
Xiaorong Li
Thomas Mazanec
John W. Nathan
Hyung Il Pai
Fabio Rambelli
Katherine Saltzman-Li
Chikako Shinagawa
Dominic Steavu-Balint
Kuo-ch'ing Tu
Mayfair Mei-hui Yang
Sharon Hsiao-jung Yu
Yoko Yamauchi
Xiaowei Zheng

ECOLOGY, EVOLUTION AND MARINE BIOLOGY

Peter Michael Collins

ENGLISH

Yunte Huang
Sowon S Park
Teresa Shewry

FILM AND MEDIA STUDIES

Michael Curtin
Bhaskar Sarkar
Naoki Yamamoto

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GEVIRTZ GRADUATE SCHOOL OF EDUCATION

Mary E. Brenner
Dorothy M. Chun
Hsiu-zu Ho
Jin Sook Lee
Yukari Okamoto
Mian Wang
Chunyan Yang

GLOBAL STUDIES

Richard Appelbaum
Jia-Ching Chen
Jan Nederveen Pieterse

HISTORY

Anthony Barbieri-Low
Tsuyoshi Hasegawa
Xiao-bin Ji
Kate McDonald
Luke S. Roberts
Paul Spickard
Xiaowei Zheng

HISTORY OF ART AND ARCHITECTURE

Peter Charles Sturman
Miriam Wattles

INDEPENDENT SCHOLARS AND OTHER AFFILIATES

Susan Chan Egan

LIBRARY, EAST ASIAN COLLECTIONS

Cathy Chiu
Gary A. Colmenar
Leahkim Gannett
Peter Pang
Seiko Y. Tu

LINGUISTICS

Patricia M. Clancy
Charles N. Li
Sandra A. Thompson

POLITICAL SCIENCE

Bridget L. Coggins
Laurie A. Freeman
M. Kent Jennings
Pei-te Lien

RELIGIOUS STUDIES

José Ignacio Cabezón
Andrea Castiglioni
Greg Hillis
William F. Powell
Dominic Steavu-Balint
Vesna Wallace
Mayfair Mei-hui Yang

MESOAMERICAN RESEARCH CENTER (MARC)

Director: Anabel Ford

Mission Statement

Engaged formal and informal research in Mesoamerican and the Maya that builds capacity among graduate and undergraduate students in anthropology, archaeology, geography, geology, Latin American Iberian Studies, and Environmental Studies and Citizen Scientists in the field and lab work together to build integrated results to address the understanding of traditional land use and sustainability, particularly in the tropics.

Highlights/Achievements

Pivoted into the Covid Quiet by developing lectures in Japan, India, Mexico and around the US and collaborations with student and colleagues in Belize, Mexico, Guatemala, England, Spain, and India via Slack, Zoom and other media to share our research experiences and to build our data base while field research was unavailable.

Center Events

1. Six month workshop developing the GIS relations database for El Pilar: 6 team members from 3 continents analyzed existing data, developed the attribute files, outlined the metadata, and built a digital relational database.
2. Coordinated Soil Study team for El Pilar creating remote access to MARC computers for the remote soil definitions in the GIS for field detail, description, and finalization.
3. Established a working group with the National Institute of Culture and History to develop a museum project on El Pilar and the Forest Gardens and signed an MOU to support the agenda.
4. Presented lectures at universities, institutes, museums, and colleges on Maya and forest gardens.

5. Developed El Pilar Chronology with Andrew Kinkella for the book design.
6. Maya Forest Wetlands collaboration NASA JPL.

UCSB Faculty Participants/Collaborators

Keith Clarke (Geography)
Swati Chattopadhyay (History of Art and Architecture)
Frank Spera (Earth Science)

Non-UCSB Faculty Participants/Collaborators:

Cynthia Ellis Topsey
Jorge Mendoz
Sherman Horn
Paulino Morales
Scott Fedick
Rudy Larios
Miguel Orrego
Andrew Kinkella
Dorothy Hosler
Thomas Moran
Cristina Gonzalez
James Bacon
Megan Kresse
Arron Fuentes
A Russo

ORFALEA CENTER FOR GLOBAL AND INTERNATIONAL STUDIES

Director: Paul Amar

Academic Coordinator: Melissa Bator

Mission Statement/Goals:

Our mission is to bring together active members of the public and scholars from across campus to address high-stakes issues of global concern. The Orfalea Center for Global & International Studies is launching a new and expanded vision, building an energized set of partnerships, and expanding its highly skilled coordinating team to bring the best of UCSB's research skills, undergraduate pedagogy, and public education skills to address high-stakes issues of global concern. The Center seeks to expand and enhance UCSB collaborations with partners around the world on practical and policy questions of global scope, and to generate findings that can be useful to a range of actors and institutions. We approach our mission by recognizing distinct types of knowledge and seeking mutual benefits from collaboration across these differences. Through these activities, the Center works with campus partners to forge collaboration among all those who work in global, international, and area studies, engaging publics and communities in novel ways.

Highlights/Achievements:

In the past year we have transitioned from a previous model under a previous director which focused more on hosting guest speakers and organizing workshops, to our current model which builds a supportive infrastructure for research collaboration and delivery. To do this, we cultivate spaces for a wide spectrum of student researchers, faculty research projects, and substantive collaborative research with partners in communities and among publicly engaged organizations in the global south/east. This commitment to research – among Area Studies specialists, students and faculty clustered in thematic groups, and to hubs for participatory research in the global south/east – ensures that the Orfalea Center is engaged with the most urgent issues of the day, and has the capacity to create real impact and change. We label this mission “Research for Action.” Our public profile and relevance have been raised, and foundations, donors, and our campus community have responded enthusiastically.

The Carnegie award, “Security in Context,” is a two-year grant to develop social justice-oriented security studies and inclusive research methods. Amar is the sole PI for the project. It will run alongside parallel grants to the University of Massachusetts-Amherst and the University of Oklahoma. [\$175,000 from the Carnegie Corp]

The Ford Foundation’s two-year grant will allow the center to focus on China’s overseas financial and infrastructural investments in South America, the Middle East and Africa. The co-principal investigators are Amar, Lisa Rofel of UC Santa Cruz and Petrus Liu of Boston University. The Ford grant offers the center and its partners the opportunity to consider the social, cultural, communications and media aspects of China’s ‘stepping out’ into the global south. China is now the No. 1 trading partner and investor in many countries in South America and primary geopolitical influencer in Sub-Saharan Africa. [\$240,000 (\$200,000 of which is allocated for UCSB)]

Summer 2020

Given the impact of the COVID crisis that hit our campus in March 2020, we swiftly moved to reassess priorities and to cancel funded travel, honoraria and events. Instead, we hosted an emergency conversation with the full Orfalea Council to decide how best to address the research needs and academic support concerns in this crisis. We decided to shift resources in favor of funding UCSB graduate students who were struggling to continue their research and survive economically. And we shifted resources to replace a focus on travel and events to one of building substantive long-term partnerships for publicly relevant and useful research, particularly with communities in need and at risk in the global south and global east.

The results of this shift in resources in the Summer 2020 were successful. These results included:

Summer 2020 Orfalea Graduate Fellows Program: 16 Graduate Student Assistants (2 per cluster) were each paid \$2500 to assist with the creation of their respective research cluster. In addition,

these graduate students were integral in establishing new global partners that are affiliated with their cluster and the Center.

Thematic Research Cluster Formation

The Orfalea Consultative Council gradually built consensus around the below-listed cluster topics that they had identified, collectively. Also, we created Geographic Research Hubs and Hired 20 Summer 2020 Graduate Fellows associated with the Clusters. And in turn, these clusters launched Global South/East Research Partnership with publicly engaged researchers in topics relevant to their thematic focus.

Through collaboration and deliberation amongst the Council Members, which included all area studies center directors, 8 new thematic research clusters that integrate Global/Area dialogue were identified.

1. Global Genders and Sexualities

Faculty Involved: Dasgupta Debanuj (Feminist Studies), Sabine Frühstück (East Asian Languages & Cultural Studies), Xiaorong Li (East Asian LCS), Raquel Pacheco (Anthropology)

Cluster Description: This cluster aims to (1) globalize scholarship on genders and sexualities and discourses of gender that facilitate settler colonialism, colonialism, and white supremacy; (2) bring area-studies research into transregional dialogues; (3) employ the methodologies of literary studies, cultural studies, history, and anthropology; and (4) disrupt the Global North/Global South order directing attention to locales that are in historically and/or presently ambiguous positions with regards to the politics of genders and sexualities. Historically, the concepts “queer” or “transgender” are not particularly novel. The ways different generations in different parts of the world think about and practice sexuality has remained in flux, including both forward-leaps and reactionary backlashes. We also see how normative ideas of what is considered gender progress are deployed to delimit the bounds of the liberal, demarcating those who are open to progress and those who are considered enemies. Also, these metrics of gender progress serve to police racialized, indigenous bodies who are rendered inherently queer and deviant; unworthy of political self-determination;

2. Future Infrastructures: Water, Energy and Justice

Faculty: Charmaine Chua (Global Studies), Mona Damluji (Film & Media Studies), Melody Jue (English), Stephan Miescher (History), Satyajit Singh (Political Science/Global Studies)

Cluster Description: This cluster will develop new critical and creative research practices in the social and environmental impacts of water infrastructure (such as sanitation services, container shipping, hydroelectric dams, and "green infrastructure" that uses plants to mitigate stormwater, or other waterways), and energy infrastructure (such as oil/gas extraction sites, mineral mining, pipelines, solar grids, etc.). We will pursue these questions by organizing our collaboration around three distinct yet interconnected themes: (1) the scales of largely invisible

water and energy systems and substances, from cells to oceans and cities; (2) the mediation of infrastructure, negotiating elements, multispecies life forms, technology, and culture; and (3) the participation of impacted communities and citizens in the deliberations on and implementation of decisions about water and energy infrastructure.

3. Social Data and the Archive: Rethinking the Politics of Knowledge Production

Faculty: Emiko Saldivar Tanaka (Anthropology), Sherene Seikaly (History), Utathya Chattopadhyaya (History)

Cluster Description: This cluster ties two related sites of knowledge, social data and archives, in one frame of analysis. We are interested in bringing together different kinds of knowledge producers to explore the promises and potential of democracy through archives and data. Additionally, this research cluster studies how archives and social data are sites for globally informed anti-racist scholarship and critical writing. Probing the relationship between information and freedom, we aim to interrogate how digitization, accessibility, and empowered political organizing can advance popular sovereignty. The socialization of research data through democratic and collaborative practices are crucial to recognizing activists and organizers as knowledge producers. Both processes can also be implicated in regimes of information and surveillance. Such double edges only highlight the importance of the contexts and politics of counter-reading and data democracy. What challenges have these new modes of making and distributing information posed for activists, scholars, journalists, and others producing knowledge?

4. Resistance, Autonomy, Liberation

Faculty: Mhoze Chikowero (History), Ricardo Jacobs (Global Studies)

Cluster Description: The members of this research cluster are fully cognizant of the fact that enslavement, colonialism and neocolonialism are global pathologies of power and exploitation that transformed the world as they traveled. As such, this cluster seeks a broad and deep time accounting of histories of resistance, quests for autonomy and struggles for self-liberation by formerly (and still, in some cases) enslaved, colonized or otherwise oppressed peoples of the world. We ask: What are the key philosophies of resistance, autonomy, decolonization and self-liberation? What are some of the most crucial sites, itineraries, landscapes and models of self-liberation? What is the nature and location of the archive of self-liberation? What is the unfinished business of self-liberation? What are the legacies and lessons of self-liberation? What are the key institutions and partnerships we need to engage with or build to effectively research and teach liberation studies?

5. Global Futures: Uncertainty, Displacement, Security

Faculty: Walid Afifi (Communication, CMES), Bhaskar Sarkar (Film & Media Studies), Bishnupriya Ghosh (Global Studies/English)

Cluster Description: Engaging the increasing worries about our futurity, this research cluster will focus on the interactions between the following categories: Uncertainty regarding what the future holds, Risk as the basis of managing futures, Displacement as a condition fundamentally connected to uncertainty, Security as the antidote to uncertain futures, as protection against coming harm, and Speculation as a mode of engaging uncertainty, of filling in the gaps. While speculation is generally associated with the predatory capture and monetization of futures, it is also possible to speculate otherwise, in ways that proliferate potentialities rather than closing off futures. Whereas much of risk discourse locks us into specific pathways, and approaches to security espouse exclusionary, combative, or carceral techniques, more playful, open-ended speculative approaches inspire imaginative insights about virtual states and generate as-yet-unthought possibilities. Instead of surveilling, disciplining, and controlling, such an affirmative speculative mode liberates the future from the tyranny of the past and the present.

6. Structural Violence, Police/Prison Abolition, and Decoloniality

Faculty: Jean Beaman (Sociology), Felice Blake (English), Kai Thaler (Global Studies)

Cluster Description: This cluster is interested in how the state and sociopolitically dominant groups or organizations, both implicitly and explicitly, enact violence on marginalized populations globally. The scholars do not center any particular region or country, but rather, interrogate how structural violence is simultaneously realized locally, nationally, and globally. Research topics include: Antiracism and abolition in a global context, Queer and Transgender abolitionist thought and practice, Abolitionist thought and practice: Domestic workers, gender, and im-/migration, and Abolition and Ecocriticism. The terms ‘abolition’ and ‘abolition democracy’ have increasingly come into usage in the broadening field of Prison Studies and in decarceral and decrim organizing as well. These efforts require the analyses of structural oppression and the development of radical imaginaries in order to dismantle systems of policing and to posit life-affirming alternatives. How do we attune our analyses of the structural to the epistemologies developed through radical practices?

7. Transnationalizing the Study of the United States

Faculty: Lisa Hajjar (Sociology), Terrence Wooten (Black Studies), Cecilia Méndez (History, LAIS)

Cluster Description: The overarching objective of this cluster is to engage global, transregional, and interdisciplinary perspectives for the study of the United States. The concept of “transnational” in this context aims to elevate and integrate views of the United States from other parts of the world, and to probe what can be learned about the United States itself by employing transnational, transregional, and comparative perspectives. This hub would invite scholarly approaches and interventions that decenter the North America-focused conventions of American Studies and the national interest-prioritizing discourses of US policy studies. The emphasis(at least initially) would be transnational relations with the Middle East and Latin

America, and on how the US “war on terror” has affected global politics, international law, and human security.

8. Environmental Justice/Climate Justice

Faculty: John Foran (Sociology), ann-elise lewallen (East Asian Languages & Cultures), Alenda Chang (Film & Media), Ken Hiltner (English), David Pellow (Environmental Studies), Elana Resnick (Anthropology), Liz Carlisle (Environmental Studies), Summer Gray (Environmental Studies)

Cluster Description: This cluster works to advance scholar-activism across the horizon of globalization, in defense of vulnerable human communities, fragile environments and a just climate future. EJ/CJ brings together scholars to engage with these global drivers of environmental and climate crises and investigate their deep structures and histories. We produce critical knowledge at the intersection of the Humanities and Social Sciences, build transformative knowledge networks that bridge academic, social movement, and policy domains, and actively intervene publicly in each of these crucial zones of conflict.

Geographic Research Hubs: Mexico City, Rio, Cairo, and others currently in development.

In order to assist each thematic cluster with articulating the aims of their cluster’s work, along with the development of online resources and archives, the Orfalea Center committed to hiring 2 graduate students per thematic research cluster as student assistants during Summer 2020.

In addition, the Orfalea Center committed \$5000 to each thematic cluster to enable the creation of Global South/East Research Partnerships. The funds were specifically designated for publicly engaged researchers in impacted communities, with an aim to foster research partnerships and to support pilot projects with academic research partnership institutions in the global south/east. The Global Partner Collaborations created by each thematic research cluster began their work during Summer 2020.

UCSB Faculty Participants:

Global Security Research Hub Co-Directors:

Bridget Coggins, Associate Professor, Political Science, UCSB
Neil Narang, Associate Professor, Political Science

Religion in Global Public Life Research Hub Co-Directors:

Mark Juergensmeyer, Religion
Kathleen Moore, Professor, Religion

Governance and Human Rights Research Hub Co-Directors:

Alison Brysk, Professor, Global Studies
Michael Stohl, Professor, Communication

Environmental/Climate Justice Research Hub Director:

John Foran, Professor, Sociology

Orfalea Center Consultative Council Faculty Members:

Jaime Amparo Alves, Black Studies

Omise'eke Tinsley, Black Studies

Terrance Wooten, Black Studies

Felice Blake, English

Bishnupriya Ghosh, English

Melody Jue, English

Jeff Hoelle, Anthropology

Raquel Pacheco, Anthropology

Emiko Saldivar, Anthropology

Mona Damluji, Film and Media

Bhaskar Sarkar, Film and Media

Cristina Venegas, Film and Media

Walid Afifi, Communication

Daina Sanchez, Chicano Studies

Charmaine Chua, Global Studies

Nadege Clitandre, Global Studies

Kai Thaler, Global Studies

Sabine Fruhstuck, East Asian/Cultural Studies

ann-elise lewallen, East Asian/Cultural Studies

Xiaorong Li, East Asian/Cultural Studies

Jude Akudinobe, History

Utathya Chattopadhyaya, History

Mhoze Chikowero, History

Juan Cobo, History

Cecilia Méndez, History

Stephan Miescher, History

Luke Roberts, History

Sherene Seikaly, History

Satyajit Singh, Political Science

Jean Beaman, Sociology

Lisa Hajjar, Sociology

Winddance Twine, Sociology

Orfalea Council Ex-Oficio Members (Adjacent Centers and Academic Coordinators):

Melissa Bator, Academic Coordinator, Orfalea Center for Global & International Studies

Lisa McAllister, Academic Coordinator, Area Studies Centers

Alice O'Connor, Director, Blum Center on Poverty, Inequality, and Democracy

Joanne Nowak, Academic Coordinator, Blum Center on Poverty, Inequality, and Democracy

Michael Curtin, Director, Mellichamp Global Dynamics Initiative

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Victor Faessel, Academic Coordinator, Mellichamp Global Dynamics Initiative

Other UCSB Faculty Participants:

Michael Stohl (Communication)

Neil Narang (Political Science)

Non-UCSB Faculty Participants/Collaborators:

Mikkel Flyverbom (Copenhagen Business School)

Frederik Schade (Copenhagen Business School)

Delaney Harness (UT Austin)

Leopold Ringel (Bielefeld University, Germany)

Jeffrey Treem (UT Austin)

Craig Scott (Rutgers)

Serap Ruken Sengul (UCLA)

Omar Dahi (UMass Amherst)

Xiaopei He (Director, Pink Space)

The Richard C. Blum Center for Global Poverty Alleviation and Sustainable Development

Director: Alice O'Connor

Academic Coordinator: Joanne Nowak

Mission Statement/Goals:

The UCSB Blum Center aims to foster interdisciplinary, socially engaged research and learning about poverty and inequality, and to contribute to collective action that advances intersectional economic and environmental justice regionally, in the United States, and abroad.

Highlights/Achievements:

Our undergraduate Minor in Poverty, Inequality and Social Justice (MPISJ) launched in Fall 2019, continued to expand this year. Housed in the Department of History, the minor enables students to conduct original research and engage in efforts to address poverty through a gateway course, three upper division electives, an internship, and a capstone seminar. The Blum Center manages the internship component of the minor, as well as supports the general administration of the minor.

As of June 2021, we had over 125 students declared from such diverse majors as Global Studies, Economics, Feminist Studies, Biopsychology, Art, Environmental Studies, and Classics. The gateway course, HIST 74 - "Poverty, Inequality and Social Justice in Historical and Global Context", has been extremely popular among students. In Fall 2020, we had 225 students enrolled, with a wait list of 45. Due to this significant demand, we added a Summer 2021 offering of HIST 74 in Session A, which had over 50 students. Over the last year, roughly 55 of our MPISJ students also completed internships supporting largely local organizations working to advance progressive change. As of June 2021, 49 students had completed all the requirements of the minor. We are also deepening our diversity, equity, and inclusion efforts by developing targeted outreach strategies for our BIPOC students on campus, working to secure funding

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options for low-income students engaged in unpaid internships, and establishing a community advisory board for our minor to ensure that diverse perspectives help guide the evolution of the minor.

This Spring we also launched our student-led podcast, Pwr to the People, focused on issues college youth feel need to be brought to the fore in today's discussions of poverty and inequality. The first series involves (5) episodes on such topics as modes of engagement that most resonate with youth today; events and trends that have shaped the views of college youth on issues of poverty and inequality; the past and present of youth activism on campus; and the impacts (and frequent marginalization) of youth activists from communities of color. We held a virtual podcast launch event in May 2021 that featured a number of podcast guests as panelists, alongside our student podcast hosts (further detailed in the Public Service Activities section).

We also released our People's Guide to the Green New Deal in February 2021 during a public forum (further outlined in the Center Events section). This public resource provides accessible and concise information that maps out the intricate history, aims, and uses of the Green New Deal concept, as well as its advocates and critics. This People's Guide is the first of a series of public-oriented documents developed by our Center that will distill complex topics related to poverty, inequality, and democracy, and outline how individuals can get involved in efforts for change.

The Center launched another new initiative this Spring, the Cooperative Economics Initiative, with support from private donors and in partnership with the Office of the Dean of Social Sciences. Guided by an interdisciplinary faculty advisory group, this initiative aims to promote scholarly and public understanding of the principles, practices, and prospects for cooperative enterprise on the Central Coast of California, in the U.S., and worldwide. The initiative was launched with a keynote address by political economist Jessica Gordon-Nembhard, a renowned expert in the field, a workshop focused on cooperative economics and justice, and a call for proposals that resulted in funding for seven recipients (2 undergraduates, 2 graduate students, and 3 faculty applicants) to seed a new generation of interdisciplinary research by UCSB students and faculty.

The UCSB Blum Center, alongside the UCSB Center for Information Technology & Society, also continued to support the Sustainable Tech Repair Initiative (STRI). Launched in Fall 2019, the goal of this initiative is to facilitate sustained access to quality technology (laptops, cell phones) regardless of socio-economic background, and reduce the amount of e-waste on campus, by providing an accessible and affordable tech repair service for UCSB students. Throughout 2020/21 our student team: continued to analyze the data collected in a campus-wide survey we designed and launched in early 2020; created a 3 year business plan for STRI outlining the gaps our tech repair services fill, our proposed service model, an operating budget, and a risk assessment, which we presented to various stakeholders on campus for feedback and potential funding. We also developed and posted online resources (e.g. FAQs, Quick Fix videos) across our virtual platforms to facilitate tech repair. The tech repair student team was also able to secure a second round of grant funding from The Green Initiative Fund (\$22,624), which was received in

Spring 2021. We are also working with UCSB Basic Needs to create the first ever tech equity advocate in the Student Needs Advising Center to support students' tech related needs and connect them with available tech grants and services. The Blum Center has been one of the founding partners to help incubate this important service on campus addressing an unmet basic need – sustained access to quality technology – which has only been amplified in the pandemic. The Blum Center's Associate Director now serves as a staff advisor to this student-led initiative.

In terms of research highlights, the Blum Center made significant advancements on the California Central Coast Regional Equity Study, which launched in Spring 2020. This major new research initiative was planned and developed in collaboration with the Fund for Santa Barbara and the USC Equity Research Institute, in a partnership that brings an interdisciplinary team of UCSB faculty together with social justice practitioners, grantmakers, researchers, and community leaders from throughout the region. This first phase of the initiative involved holding a series of community consultations conducted between August 2020 and March 2021 with stakeholders from Santa Barbara and Ventura Counties. The consultations spanned eight general sessions and seven issue-specific sessions covering K-12 Education, Public Higher Education, Racial Justice, Housing & Houselessness, Access to Public Health, Small Business, and Climate Justice. Each 1.5-2-hour consultation (conducted via Zoom) was designed to learn about the issues and concerns community constituents hope to see addressed in the Central Coast Regional Equity Study; insights they can provide about how inequality manifests “on the ground” and in their work; how they are experiencing the pandemic and the individual and organizational-level changes it has introduced; and how they are imagining change, informed by data, to move to a more equitable future. Over the Spring, data from these qualitative findings were being drafted into a full report, alongside relevant quantitative data. The Study is slated to be released on December 7th, 2021.

Center Events:

The Center held numerous events this year. These included Pop Up discussions on poverty and social justice issues ranging from prison abolition to systems of inequality (see below for a full listing), which engage campus and community members through in-depth discussions with faculty experts and community leaders. In February 2021 we also co-sponsored a virtual public forum focused on the Green New Deal in Action, with over 150 attendees from the campus and local community. In addition, we organized a panel discussion, and workshop, focused on cooperative economics and justice, as part of our new Cooperative Economics Initiative. We also held two virtual information campaigns throughout the year – the first focused on civic engagement beyond election day in November 2020, and the second on the gaps between rhetoric and reality for essential workers in Spring 2021, as part of our annual Poverty Action Days.

Events in 2020-2021:

1) Information Sessions – Minor in Poverty, Inequality, and Social Justice, August 18th, 2020; October 19, 2020. These virtual sessions provided an overview of the Minor, reviewed FAQs, and featured a Q&A between the Blum Center Associate Director (Joanne Nowak), the

Undergraduate Advisor for the History Department (Corey Carpenter), and students interested in the minor.

2) Virtual Information Campaign – November 3rd and Beyond, October 29th-Nov 3rd, 2020. This virtual campaign featured daily posts outlining different ways to sustain civic engagement beyond voting through a series of case studies and infographics focused on community organizing and activism, policy and governance, and community engaged research. The posts were shared across our social media platforms, Center website, and in our monthly newsletter.

3) Pop Up Discussion – A World Without Prisons, November 18th, 2020. This virtual discussion examined the exploitative nature of current prison systems, the modern day prison abolition movement, and ways to shift our collective understanding of justice and punishment. Featured guests were Charmaine Chua (Assistant Professor, Global Studies, UCSB), as well as the co-founder of Freedom 4 Youth (Billi Jo Starr, PhD) and student leaders from this local social justice organization that aims to empower youth impacted by the juvenile justice system.

4) Pop Up Discussion – Caste, Racism, and Systems of Inequality in the US and Abroad, January 25, 2021. This virtual discussion focused on the connections between the caste system in India and in the United States, and related systems of inequality at home and abroad, and critically examined the core topics discussed in Isabel Wilkerson's book, *Caste: The Origins of our Discontents*. The featured guests were Amit Ahuja (UCSB Associate Professor, Political Science) and Jean Beaman (UCSB Associate Professor, Sociology).

5) Panel Discussion and Public Forum – The Green New Deal in Action, February 24th, 2021. This virtual event was organized in collaboration with two community partners (the Fund for Santa Barbara and Clergy & Laity United for Economic Justice Santa Barbara), and aimed to deepen our conversation about how effective the Green New Deal has been, as well as discuss its promise to help plan for a post-pandemic world. Our speakers featured UCSB affiliates Professor David Pellow, Chair of the Department of Environmental Studies and Nikayla Jefferson, graduate student of Political Science at UCSB and active member of the Sunrise Movement, as well as local community leaders Ana Rosa Rizo-Centino, current Executive Director of One Step A La Vez and former Senior Organizer at Food and Water Watch/Action, and Nadia Abushanab, Advocacy and Event Director at Santa Barbara County Action Network.

6) African American Cooperative and Economic Justice, April 19th, 2021. This virtual event featured a keynote address with Professor Jessica Gordon-Nembhard who shared insights from her path breaking research to discuss the history and legacy of Black cooperative movements and how they continue to inform on the ground efforts to realize a more just economic future. A panel discussion followed with Elvia Cruz, a recent UCSB graduate involved in EcoVista and Cooperation Santa Barbara, Marcelino Sepulveda, Executive Director of the Santa Barbara Student Housing Cooperative, and Professor Christopher McAuley, UCSB Department of Black Studies.

7) Researching Cooperative Economics Workshop, May 6th, 2021. This virtual event featured

Professor Jessica Gordon-Nembhard in conversation with Professor Christopher McAuley (Black Studies), Professor Ann-Elise Lewallen (East Asian Languages and Cultural Studies), Emiko Saldivar (Lecturer, Anthropology), and Marcelino Sepulveda, (Executive Director, Santa Barbara Student Housing Cooperative). During this workshop, participants learned about research projects on people working together to build co-operative social institutions and fulfill collective needs. This workshop was part of our larger Cooperative Economics Initiative.

8) Virtual Information Campaign for Poverty Action Week – Essential Workers (May 17th - May 24th, 2021). This virtual campaign featured daily postings outlining key information, trends, and challenges faced by less visible frontline essential workers both inside and outside the workplace, as well as local ways to get involved in better recognizing and supporting these critical workers. The campaign also featured short interviews with experts in related fields, including Alice O'Connor (UCSB Professor, History), Frank Rodriguez (Policy Advocate, CAUSE), Sheila Kulkarni (Academic Student-Workers Union, UCSB), George Ygarza (UCSB PhD Candidate, Global Studies), and Rebecca Chavez (Undergraduate Student, Sociology and Chican/o Studies) that were posted across our online platforms.

Richard C. Blum Center UCSB Affiliated Faculty:

Amit Ahuja, Associate Professor, Department of Political Science*

Javier Birchenall, Associate Professor, Department of Economics*

Jean Beaman, Associate Professor, Sociology*

Ralph Armbruster-Sandoval, Professor, Chicana/o Studies*

Chris McAuley, Professor, Black Studies*

Diane Fujino, Professor, Asian American Studies*

John Majewski, Professor, History*

Aashish Mehta, Associate Professor, Department of Global Studies*

Susan Cassels, Associate Professor, Department of Geography*

Laury Oaks, Professor and Chair, Department of Feminist Studies*

Sherene Seikaly, Associate Professor, Department of History

Stephan Miescher, Professor, Department of History

William Robinson, Professor, Department of Sociology

Lisa Sun-Hee Park, Professor, Department of Asian American Studies

Eileen Boris, Professor, Department of Feminist Studies

Javiera Barandiaran, Associate Professor, Department of Global Studies

Casey Walsh, Professor and Chair, Department of Anthropology

Michael Stohl, Professor, Department of Communication

Jia-Ching Chen, Assistant Professor, Department of Global Studies

Raquel Pacheco, Assistant Professor, Anthropology

Maria Charles, Professor, Sociology and Director Broom Center

Amy Gonzales, Associate Professor, Communication

** Faculty who are also members of the Minor in Poverty, Inequality, and Social Justice Faculty Advisory Committee*

Annual Report - Fiscal Year 2020-2021

ISBER

Faculty Participants/Collaborators who are not Blum Faculty Affiliates

- The Steering Committee for the California Central Coast Regional Equity Study includes Maria Charles (Professor, Sociology and Director of the Broom Center), Charles Hale (Dean of Social Sciences), David Pellow (Professor and Chair of Environmental Studies), Diane Fujino (listed above), Alice O'Connor (listed above), and Amy Gonzales (listed above).

- Utathya Chattopadhyaya (Assistant Professor, History) is a member of our Cooperative Economics Initiative Advisory Committee, alongside Professors Alice O'Connor, Diane Fujino, and Casey Walsh (listed above). Advisory Committee members assisted with designing the Cooperative Economics grant funding call and reviewing submissions, as well as supported the planning and implementation of launch activities associated with this new Blum Center initiative.

- Emiko Saldivar (Lecturer, Anthropology) and Ann-Elise Lewallen (Associate Professor, East Asian Languages & Cultural Studies) were featured speakers in our Cooperation and Social Justice: Researching Cooperative Economics Workshop, held in May 2021.

- Charmaine Chua (Assistant Professor, Global Studies) was a featured speaker in our Pop Up Discussion in November 2020 centered on prison abolition.

- The following Faculty were recipients of grant funding from our new Cooperative Economics Initiative this year: John Foran (Professor, Sociology & Environmental Studies); Mireille Miller-Young (Associate Professor, Feminist Studies), and Diane Fujino (listed above). The Call for Proposals went out in Spring 2021, and recipients were notified in Summer 2021.

Non-UCSB Faculty Participants and Collaborators:

- Our virtual Pwr to the Ppl podcast launch event, involved the following participants: Cassie Barnhardt (Associate Professor of Education, University of Iowa); and Julia Jordan-Zachery (Chair of the Africana studies Department, UNC-Charlotte).

- Jessica Gordon-Lembach (Professor, Department of Africana Studies, City University of NY) was our keynote speaker for the launch of the Cooperative Economics Initiative.

- Manuel Pastor (University of Southern California, Director of California's Equity Research Institute) is a participating faculty member in our California Central Coast Regional Equity Study



2020 – 2021

Proposals & Awards Administered

UC SANTA BARBARA

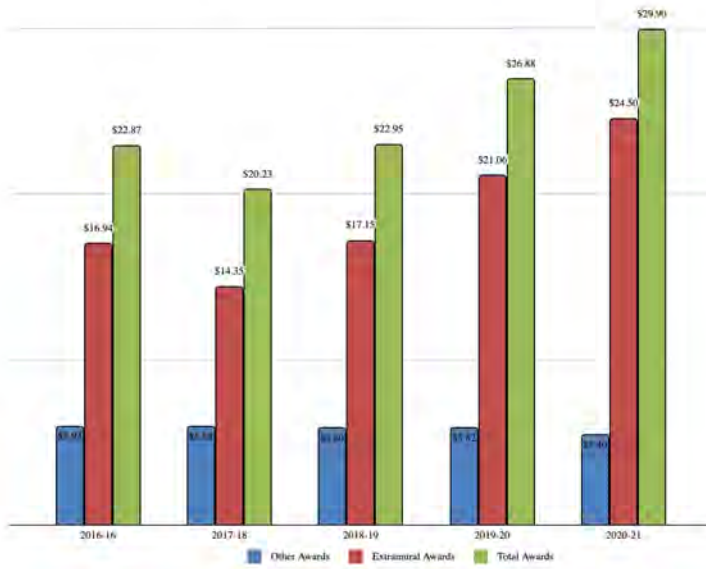
Institute for Social, Behavioral
and Economic Research

 [ISBER.UCSB.EDU](https://isber.ucsb.edu)

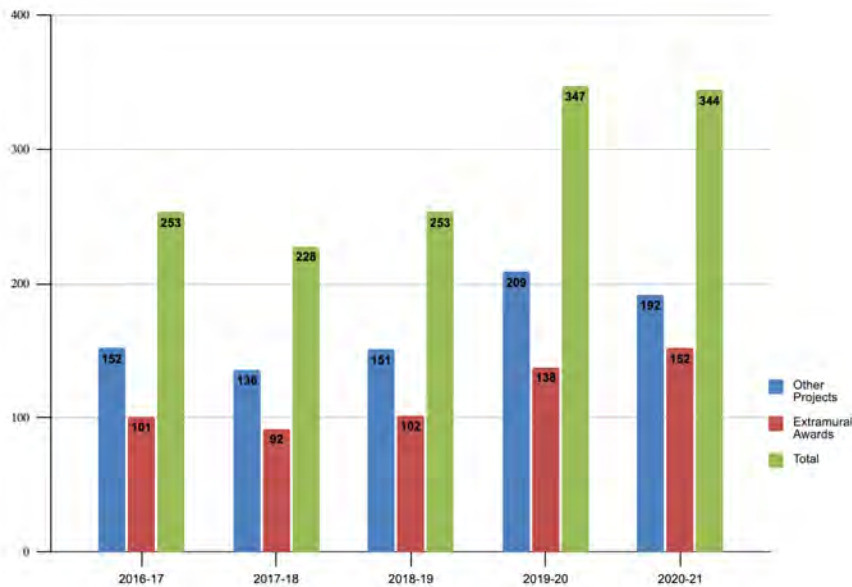
UCSB

Proposal and Award Administration

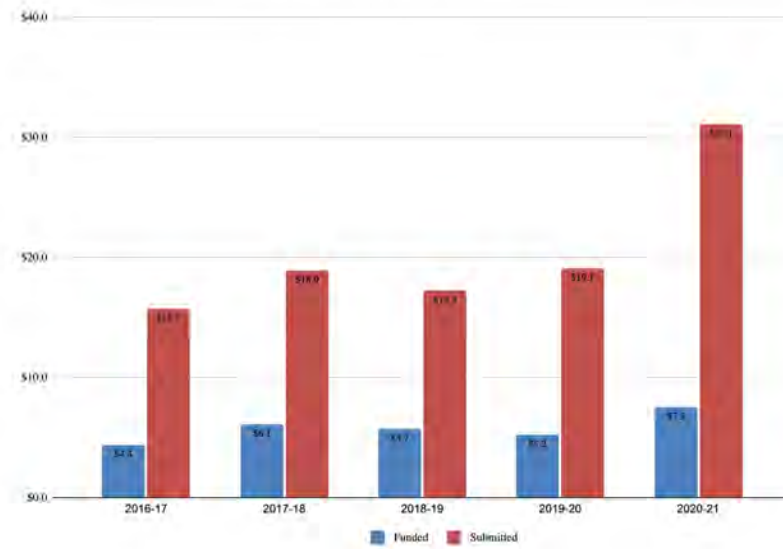
ISBER Value of Projects Administered
Extramural, Others, and Total
2016-17 through 2020-21
(millions of dollars)



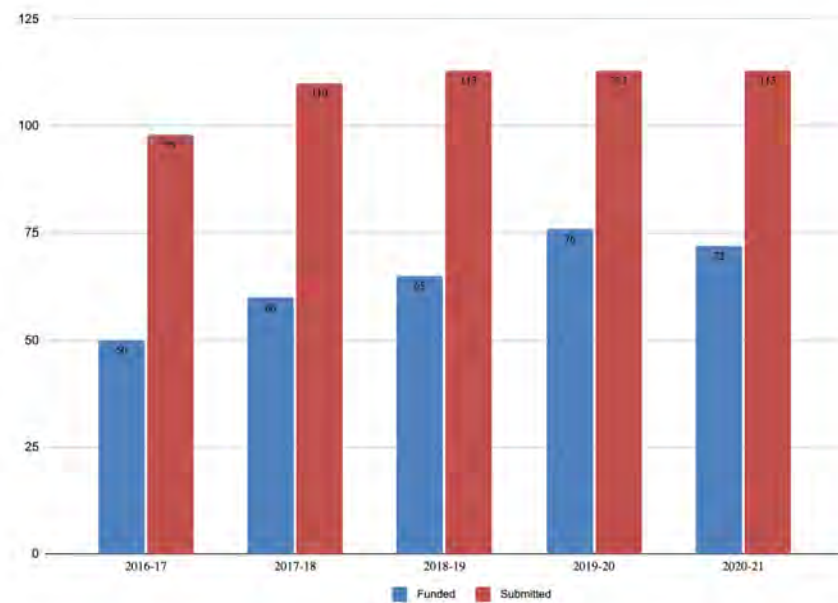
ISBER Number of Projects Administered



ISBER
Value of Proposals Submitted and Funded
2016-17 through 2020-21
(millions of dollars)



ISBER
Number of Proposals Submitted and Funded



Awards Administered July 1, 2020- June 30, 2021

ADLER-KASSNER, LINDA, Principal Investigator

Sloan Equity and Inclusion in STEM Introductory Education (SEISMIC)

University of Michigan (Sloan Foundation)

SUBK000013451 / UCSB 20210510 05/01/2020 - 12/31/2023

\$17,250

Supports the local SEISMIC community. Will strengthen our local SEISMIC community, enhance collaboration across the network, and provide opportunities to our SEISMIC team to engage more deeply with the SEISMIC collaboration. Includes, hosting SEISMIC speakers, sending SEISMIC team members to conferences and SEISMIC meetings, paying for books and technology to support our work, supporting undergraduate and graduate students, and running community events.

AFIFI, TAMARA, Principal Investigator

COLLINS, NANCY, Co-Principal Investigator

Testing the feasibility of Rendever with older adults with cognitive impairments and their adult children

Rendever

SB200061 / UCSB 20190810

09/01/19 – 08/31/21

\$69,107

Alzheimer's disease affects approximately 5.4 million Americans (NIA, 2017) and by 2050, this number is expected to more than double to 13.8 million. Until cures for the dementias are discovered, new technologies are imperative that can help reduce the emotional burden of AD/ADRD (Goal C of NIA's strategic plan). In this STTR (Small Business Technology Transfer) Phase I study, we test the feasibility and technological merit of a new virtual reality (VR) platform, Rendever, with residents with mild cognitive impairments (MCI) and mild to moderate Alzheimer's disease (AD) and Alzheimer's disease-related-dementias (ADRD) and their adult children who live at a distance. The aims are to evaluate (1) the acceptability, engagement, and usability challenges of Rendever with this population, and (2) level of cognitive impairment (MCI, mild to moderate AD/ADRD) for which Rendever is best suited. Rendever enables older adults in residential care communities to maintain important family relationships, engage fully with life, and reconnect with their past. Virtual reality has been used successfully with older adults with dementia to enhance cognition and other processes like mobility, balance, spatial orientation, and exercise. Little VR technology, to our knowledge, has been tested with older adults as a way to enhance their social relationships, primarily because VR platforms typically lack sophisticated networking abilities. Rendever is highly innovative in that it is the only product on the market that incorporates live streaming and networking technology through one VR platform that allows everyone on the network to experience the same content at the same time, regardless of location. Preliminary testing of Rendever among residents without cognitive impairments shows that it increases positive emotions, energy, social well-being, and physical/mental

health. However, the feasibility of Rendever with residents with dementia, as well as its remote capabilities with family members, have never been tested. Thus, this pilot study tests the feasibility of two components of Rendever—virtual travel into the past (e.g., traveling to one’s childhood home and familiar locations) and virtual family picture worlds—across three time points with 20 residents with MCI and 20 residents with mild to moderate AD/ABRD and their adult children who live at a distance. Phase I will be successful when we effectively adapt the technology to the participants through continuous feedback provided by interviews, self-report measures (e.g., user satisfaction, engagement, affect, enjoyment), and human and computerized coding of affect and engagement throughout the pilot testing. The end product is a networked, portable VR platform of travel adventures and virtual family photos that residents and their family members can experience together and that can then be tested in a Phase II, multi-site clinical trial. Rendever has the potential to improve the quality of life of older adults and their family members, enhance residential care communities, and revolutionize existing thoughts on aging.

ALAGONA, PETER, Principal Investigator

Belmont Forum Collaborative Research: Towards Convivial Conservation: Governing Human-Wildlife Interactions in the Anthropocene (CON-VIVA)

National Science Foundation

1844513/ UCSB20201456

03/01/19 – 02/28/22

\$ 57,064

In 1850, there were an estimated 10,000 grizzly bears (*Ursus arctos*) in California. Grizzlies became extinct in the state by the mid-1920s, yet the species remains California’s official mascot. In 2014, the Center for Biological Diversity (CBD), a non-governmental organization, petitioned the U.S. Fish and Wildlife Service to list grizzlies in California and the South-western United States as endangered and launch a reintroduction program.

The Service declined the CBD proposal, in part due to its lack of sound science. In 2016, a multidisciplinary team comprised of around two-dozen faculty, fellows, and students from the University of California, Santa Barbara, responded to public interest and this dearth of information by launching the first comprehensive study since 1955 on the past, present, and potential future of grizzlies in California. The goal of this work is to determine what it will take – ecologically, politically, legally, economically, etc – to recover this flagship species. CONVIVA will build on the pioneering grizzly recovery efforts already underway, while filling a crucial research gap by conducting community-based, participatory mapping, and other forms of social science field research in rural areas near proposed grizzly reintroduction sites.

The goals of this work will be to better understand the attitudes, values and beliefs of residents in these areas, to identify the political and economic concerns that shape these communities’ willingness to support predator reintroduction efforts, and to identify spatial opportunities for convivial carnivore conservation in a state with 40 million people.

ANDERSON, KEVIN, Principal Investigator

Mapping the Late Marx: On Colonialism, Gender, Development, and Multilinear Concepts of Revolution

American Council of Learned Societies

SB190236 / UCSB 20191087 01/01/2020 – 12/31/2020 \$70,000

Marx's Late Writings take up a range of issues that go beyond capital and class in a Western European or North American context. In research notebooks, letters, and brief essays during the years 1869-83, but especially after 1878, Marx turns his attention to colonialism, the Global South, agrarian Russia, indigenous societies, and gender. These writings, some of them still unpublished, evidence a change of perspective from his often problematic 1853 ones on colonialism. The Late Marx has garnered considerable attention in recent years from scholars in the social sciences and the humanities. To date, however, no monograph devoted to this period of his work has appeared. This project will fill that gap and offer a substantially new interpretation of Marx and of his significance for today.

ARENAS VELAZQUEZ, ERIKA, Principal Investigator

Feasibility of Tracing And Re-Interviewing Immigrant Respondents of A Population Based Longitudinal Survey After 10 Years

Russell Sage Foundation

1912-20086 / UCSB 20200758 01/01/20 – 05/31/21 \$20,667

The feasibility study will be conducted in California, where 30% of MxFLS panel respondents currently reside in the United States. The main objective of the study will be to find and re-interview between 25 to 30 panel respondents living in California and inquire about their current legal status, in addition to collect general socio-demographic and labor market information. The study was planned to be conducted in three stages:

- Stage 1: Elaboration of directories with respondent's addresses.
- Stage 2: Data collection.
- Stage 3: Writing final report.

AUDERSET, SANDRA, Co- Principal Investigator (Doctoral Student)

CAMPBELL, ERIC, Principal Investigator/Faculty Supervisor

Documenting T Tu'un Na Nuu Savi (San Martin Duraznos Mixtec)

University of London

SG0566/ UCSB 20190815 12/01/2019 - 11/30/2020 \$11,135

This is a community-led research project that aims at creating a translated and annotated audio and video corpus of San Martín Duraznos Mixtec spoken in the community of origin in Oaxaca, Mexico. We will create educational materials with a focus on connecting the diaspora community in California with the community of origin through documentation of traditional stories, culinary and agricultural practices, contributing to the maintenance of the language. This variety of Mixtec is understudied and has approximately 300 speakers in the community of origin and 50 or more speakers in the diaspora community in Ventura County, California.

BARANDIARAN, JAVIERA, Principal Investigator

DAMLUJI, MONA, Co-Principal Investigator

MIESCHER, STEPHAN, Co-Principal Investigator

PELLOW, DAVID, Co-Principal Investigator

WALKER, JANET, Co-Principal Investigator

Energy Justice in Global Perspective

Andrew W. Mellon Foundation

31700612/UCSB 20171134

10/03/1 –06/30/22

\$225,000

This Sawyer Seminar developed new critical and creative research practices in energy justice by building on emergent work in the humanities and interpretive social sciences, and concentrating on various forms of energy and on some of the places where the problems and possibilities of energy justice are most pressing. Our seminar expanded on foundational examinations of energy, society, and culture by proceeding from the conviction that movements, practices, and debates among indigenous communities worldwide and societies of the Global South are central and not auxiliary to understanding humanity’s deep embroilment with carbon-based energy. We foregrounded modes of knowledge production, expertise, cultural production, and advocacy from these communities and societies while at the same time redoubling the commitment of energy humanities scholarship to participatory, distributive, epistemic, and recognition justice. We engaged vital questions of how to reconcile and learn from energy histories and narratives beyond those in the mainstream of society and culture, and, moreover, how to intervene in and plan new energy futures.

BARANDIARAN, JAVIERA, Principal Investigator

The Lithium Trade in the Andes

National Science Foundation

1921777/UCSB20190912

09/01/19 – 08/31/21

\$189,727

The proposed research will lead to a book provisionally titled, Driving Development: The Lithium Trade in the Andes, that examines lithium development since the 1960s in the United States, Chile, and Argentina-the world’s largest and earliest lithium producers. The major goals include: (1) contribute new scholarly understanding to debates within the STS and development studies literatures on how natural resources, science, and

technology are understood to produce positive development outcomes; (2) disseminate findings at professional conferences, connecting with scholars across disciplines including STS, History, and Global Studies; (3) publish findings of interest to scholars working in STS across various disciplines and to broader publics, including the general public and practitioners working in fields like non-fossil fuel energy development, global trade and development, and environmental justice.

BATOR, MELISSA, Principal Investigator
NOWAK, JOANNE, Co-Principal Investigator

Funding from the Office of Diversity, Equity, and Inclusion for the Sustainable Technology Repair Initiative

UCSB Department

BMSTRI

07/01/19 – 06/30/21

\$7,000

Funding from the Office of Diversity, Equity, and Inclusion in support of the Sustainable Technology Repair Initiative (STRI). STRI aims to provide the UCSB community with an affordable, accessible, and environmentally sustainable technological repair resource to reduce digital inequality and e-waste. To this end, we will work to empower students to increase their sense of confidence and ownership over their technological devices.

BEDARD, KELLY, Principal Investigator
LUNDBERG, SHELLY, Co-Principal Investigator

Encouraging Women to Consider an Economics Major

National Bureau of Economic Research, Inc.

SB160048/UCSB 20160352

10/01/15 – 06/30/21

\$12,500

Our preliminary analysis of enrollment patterns at the UC Santa Barbara suggests that the first, and likely primary, leakage point where we lose female students occurs between the first principles course (microeconomics) and the second principles course (macroeconomics). Our objective is therefore to explore the extent to which positive departmental feedback about performance after the first principles course changes the propensity of men and women to continue on the second principles course and ultimately to major status. More specifically, does reinforcing with students that they scored well in Economics 1 and asking if they have ever considered economics as a major increase enrollment in Economics 2, 3A, 3B, and 10A? And, does it ultimately increase the probability that a student chooses one of the economics majors? We are particularly interested in whether or not this intervention (or “nudge”) is differentially effective for men or women.

BELTZ, GLENN, Principal Investigator
CASTELLANOS, MARIO, Co-Principal Investigator

UCSB 2020-21 MESA University Program

UC MESA
17-MEP-09/ UCSB BAP 07/01/20-6/30/21 \$10,000

The MUP is a retention and graduation support program for educationally disadvantaged undergraduate students to attain baccalaureate degrees in engineering, math, science or computer science. The MESA University Program focuses on academics, leadership preparation, and collaborative problem-solving training to produce highly skilled graduates who meet industry's technology workforce needs and who help drive the state's economy. The MESA University Program establishes a peer community for its students, most of whom are first in their family to go to college, with resources, mutual support, and motivation.

BELTZ, GLENN, Principal Investigator
CASTELLANOS, MARIO, Co-Principal Investigator

UCSB 2020-21 MESA College Prep Program
UC MESA

17-MSP-17/UCSB BAP 07/01/20-6/30/21 \$180,000

MCP assists pre-college students at middle and senior high schools so they excel in math, engineering, and science so they become competitively eligible for the most rigorous colleges and universities. The MESA College Prep program partners with teachers, administrators, school district officials and industry representatives to provide a comprehensive and robust academic enrichment model. Students are selected to participate in the MESA College Prep program through a process that involves teacher recommendations at participating schools leading MESA class periods or afterschool programs with the support of UCSB MESA personnel. Main components of the MESA College Prep program include: Individual Academic Plans, study skills training, MESA Day (STEM) Academies, career and college exploration, parent leadership development, MESA periods and programs, and teacher/advisor professional development opportunities.

BELTZ, GLENN, Principal Investigator
CASTELLANOS, MARIO, Co-Principal Investigator

Destination College Advising Corps (DCAC) – The National CAC program at UCSB
Office of Education Partnerships (OEP) Utilizing the UC Berkeley DCAC Model
College Advising Corps

2020CAC-UCSB04/UCSB20200424 07/01/19 – 06/30/21
\$166,221

The Destination College Advising Corps (DCAC) program's mission is to increase the college going and completion rates for low-income, first-generation college, and underrepresented students. Our DCAC and MESA programs work closely to ensure students are best prepared to apply to and succeed in college post high school graduation.

BLACKWELL, AARON, Principal Investigator

KOSIK, KENNETH, Co-Principal Investigator

Behavioral Flexibility in an Invasive Species: Functions, Mechanisms, Invasion Ecology, and Genetics

Max Planck Institute for Evolutionary Anthropology

SB180025/UCSB 20171531

10/01/17 – 12/01/22

\$239,972

Human-modified environments are increasing, causing global changes that other species must adapt to or suffer from. Species vary in their ability to cope with novel environments. Therefore one of the top priorities for how behavioral research can maximize conservation progress is to determine which behaviors can predict the ability to cope with climate change. Behavioral flexibility could be key: animals interact with their environment through behavior, making it crucial to an ecologically valid understanding of invasion ecology. Species that rapidly adapt to novelty are presumed to require the ability to behaviorally respond to changing circumstances within their lifetime. Despite the potential causal role of flexibility in invasions, few studies have directly measured flexibility to understand how it relates to invasion success, and none at a broad scale. No studies have investigated the phenotypic correlates of flexibility (e.g., immunity), or whether it is associated with fitness or increases toward the invasion front. This project aims to identify the functions and mechanisms of behavioral flexibility (i.e., the ability to rapidly adapt behavior to changes through learning) to understand its role in invasion success and to develop predictions with implications for conservation, invasion ecology, and behavior. By investigating an invasive bird, the great-tailed grackle, we aim to determine whether flexibility 1) is independent of or linked with cognition, temperament, and phenotypic variables; 2) is associated with fitness; 3) increases toward the range edge; and 4) relates to invasion ecology by generating a predictive framework. This project will significantly advance our understanding of what promotes or constrains flexibility, linking behavior to physiology and ecology through novel interdisciplinary approaches.

BLANKHOLM, JOSEPH, Principal Investigator

Spirituality and Prosocial Values in the Absence of Religion Among Millennials and their Families

Syracuse University

UCSB 20201315

06/15/20 – 06/30/22

\$767,907

Research has demonstrated a generational shift in religious identification and participation, with more than one-third of millennials—those born after 1980—professing to have “no religion” or “no belief in God”. On the other hand, evidence points to strengthened pro-social (humanitarian and collectivistic) values in millennials compared to preceding generations. Further, spirituality has persisted to some extent among millennials despite their declining religiosity. The underlying hypothesis is that religiosity has become decoupled from prosocial values and spirituality for many millennials,

compared to their parents and grandparents. Research activities include (1) surveying 1,700 members of the millennial generation, and their parents and grandparents, in families who participated in the Longitudinal Study of Generations; (2) interviewing 125 millennials and their parents and grandparents. It is important to note that this project brings together scholars and their collaborators from a consortium of three universities, each with complementary strengths that together provide a multidisciplinary and comprehensive analytic framework for understanding religiosity and secularity among millennials. Deliverables will include research publications, professional symposia, a dedicated scholarly conference, and an edited book on the topic of generational change in religiosity, spirituality and prosocial values, with an emphasis on millennials and their families. Further, we intend to archive the quantitative survey data and the qualitative interview data in national data repositories to encourage their public use. As a long-term outcome, the project will provide a nuanced view of growing secularism across generations by considering spirituality and prosocial values among millennials, thereby providing a corrective to the pessimistic view of today's young adults as religious "drop-outs".

BODDY, AMY, Principal Investigator

Arizona Cancer and Evolution Center (ACE) Characterization of Elephant Tumor Evolution

Arizona State University – Tempe

ASUB10/UCSB20181120

04/12/18 – 03/31/21

\$164,600

Cancer has been an important selective pressure in organismal evolution and a great deal of variation in cancer rates exist across species. Why do species vary in their susceptibility to cancer and what mechanisms are responsible? Life history theory (LHT) can provide a theoretical framework for why cancer rates vary. LHT is an evolutionary and ecological approach that focuses on organism-level tradeoffs between growth, maintenance and reproduction. Cancer suppression is one aspect of somatic maintenance, and our models have shown that LH factors can have dramatic effects on the optimal level of cancer suppression. In Aim 1, we propose to expand our LH models to include additional LH parameters to predict cancer mortality and somatic mutation rates across animals. We will validate this model with a highly curated dataset on cancer mortality rates from our collection of pathology reports. Additionally, we hypothesize that as organisms evolved larger bodies and longer lives, there was selection for increased cancer defenses. In Aim 2, we propose to test for the mechanisms of cancer defenses in mammals. Using a comparative genomics approach, we will test for signatures of selection, drift and mutation in tumor suppressor genes. In collaboration with Project 2, Aim 3, will experimentally validate the genomics findings in our comparative cell culture assays from primary fibroblasts. In Aim 3, we will connect the organismal evolution of cancer suppression (Aim 1) to cell level evolution (Projects 2

& 3) by creating a computational model of the ecology and evolution of a neoplasm. Results from this model can predict the frequency of evo-eco tumor classifications.

BUCHOLTZ, MARY, Principal Investigator

CHARITY-HUDLEY, ANNE, Co-Principal Investigator

UCSB Hurston-Turner Scholars in Linguistics

UC Office of the President

SB180004 / UCSB 20171088

08/15/17 – 06/30/21

\$294,661

Six undergraduates will be recruited from HBCUs and mentored each year. (Mentoring, training, and research activities begin in the winter quarter before the summer program begins and continue through the fall quarter after the summer program ends. Students will be recruited from three HBCUs with which the co-PI, Anne Charity Hudley, has longstanding professional and collaborative ties and which have strong commitments to undergraduate research: Norfolk State University, Virginia State University, and Virginia Union University. Given the small size of linguistics as a field, the inclusion of multiple partners helps ensure recruitment of the target number of six participants each year; the faculty collaborators were selected because of their leadership on their campuses in fostering undergraduate research. Since linguistics is not offered as a major at HBCUs, a central goal of the project is to raise students' awareness of and interest in linguistics as a direction for graduate study. The project involves four components: (1) intensive research experience; (2) preparatory coursework in linguistics; (3) professional development and resources; and (4) mentoring and social support.

BUNTAINE, MARK, Principal Investigator

Expanding the Reach of MERL

University of Notre Dame

202809/UCSB20160931

05/17/16 – 09/30/25

\$125,885

In this project, we partner with USAID missions to evaluate the long-term consequences of development programs. In the past year, we have engaged in preliminary research about the consequences of land tenure reforms in Peru for forest management. During December 2019 - January 2020, we conducted a scoping mission for a larger project with USAID Peru. Since that time, the COVID-19 pandemic has put the entire program on hold. We do not know if it will be possible to gain a cost extension to carry out the work that we had designed and planned with the mission.

BUNTAINE, MARK, Principal Investigator

Rewarding Good Governance Through Community Recognition

Global Integrity

SB190168/UCSB20190736

01/01/19 – 12/31/21

\$447,874

We theorize that fostering collective pride in good governance and providing positive recognition for local leaders who forego corruption will decrease corruption in a national

park revenue-sharing program in western Uganda. We propose a randomized field experiment and linked ethnographic field study to test whether offering community recognition for the successful planning and implementation of revenue-sharing projects, along with associated radio announcements and public ceremonies that praise good governance, will result in more equitable planning and better delivery of revenue-sharing projects. Our study thus departs from the dominant lines of research on corruption that focus on detection and punishment and instead asks how civic expectations can be realigned to counteract corruption. We compare outcomes in villages that receive positive recognition and/or are made experimentally eligible for positive recognition to those villages that do not receive or have eligibility for recognition.

CAMPBELL, ERIC, Principal Investigator

BUCHOLTZ, MARY, Co-Principal Investigator

Maintaining Indigenous Languages within Immigrant Oaxacan Communities in the United States

National Science Foundation

1660355/UCSB 20170241

07/01/17 – 12/31/21

\$299,002

The project will bring together the scientific tools of language documentation, sociolinguistics, and linguistic anthropology to understand this complex linguistic situation. The project partner is a community organization that serves an indigenous immigrant community from Oaxaca, Mexico, now settled in Oxnard, California. The project has four interrelated goals: (1) to document the structure of local Mixtec languages by creating a grammatical description, a dictionary, and a collection of recorded speech; (2) to conduct a survey of the community status of Spanish, English, Mixtec, and other indigenous languages; (3) to document and analyze Spanish, English, and indigenous language and literacy practices through recordings of everyday interaction; and (4) to develop community multilingualism and multiliteracy resources. Participating graduate students, undergraduates, and high school students will receive training in anthropological and linguistic methods of data collection and analysis. The project advances language documentation and Mesoamerican linguistics by documenting and analyzing previously undescribed Mixtec languages. It also contributes to research on language contact. Moreover, the project advances linguistic anthropology and sociolinguistics by investigating speakers' attitudes and practices regarding the maintenance or loss of home languages. Finally, the project helps open up a new field of linguistic study of a growing national and global phenomenon, the resettlement of indigenous language communities through immigration.

CASSELS, SUSAN, Principal Investigator

CEREZO, ALLISON, Co-Principal Investigator

Exploring Social and Structural Determinants of HIV Risk Among Latinx Immigrant MSM

UCSB Migration Initiative

07/01/20 – 06/30/21

\$9,848

Due to multiple, competing stressors stemming from sexual orientation, ethnicity, and immigration status, Latinx LGBTQ (lesbian, gay, bisexual, transgender and queer) immigrants face disparately negative risk for social and health disparities. Urban, non-White men who have sex with men (MSM) remain at especially high risk for HIV in the United States, even when HIV incidence among other populations is falling. Partly in response to persistent racial and ethnic disparities in HIV, the role of geographic mobility, neighborhood exposures, and other ecological contexts in HIV risk have been receiving renewed attention. This project will examine how socio-ecological factors, mental health factors, and stigma experiences impact health behaviors and health outcomes, such as engaging in unprotected anal intercourse, among Latinx immigrant MSM in Southern California. We will qualitatively analyze semi-structured interviews from 16 Mexican and Central American migrant MSM using grounded theory. These findings will provide the preliminary data to support a highly competitive proposal to the National Institute on Minority Health and Health Disparities (NIMHD) for an R01 to develop and test community-based prevention and clinical interventions to improve sexual health on a cohort of mobile, Latinx immigrant MSM in Southern California. Drs. Cassels (Geography) and Cerezo (Counseling, Clinical & School Psychology) share expertise in immigrant LGBTQ health, particularly substance use and HIV. Their interdisciplinary collaboration aims to consider how geographical space and its relation to social networks and healthcare access play a key role in psychological and HIV health disparities.

CHARITY HUDLEY, ANNE, Co-Principal Investigator

BUCHOLTZ, MARY, Principal Investigator

REU Site: Talking College: Increasing African-American English Speakers in the Linguistic Sciences through Research on Language and Social Mobility

National Science Foundation

1757654/UCSB 20180257

04/15/18 – 03/31/21

\$306,916

This REU site is designed to increase diversity in the linguistic sciences by investigating the linguistic choices that African-Americans make as they navigate higher education. The research sheds light on the role of language in social mobility, an important but understudied aspect of educational and economic advancement. It therefore supports the prosperity of African-Americans, whose average income and educational levels are below those of the general population; in addition, some findings are likely to generalize to and thus benefit other American populations. The project fosters diversity in the linguistic sciences by involving undergraduates from Historically Black Colleges and Universities (HBCUs), which do not offer linguistics as a major. The findings of the research benefit colleges and universities by providing information about the nature of the language and culture of African-American college students, which has direct implications for the teaching and mentoring of such students. In addition, the project makes scholarly contributions to linguistics, sociology, and education. REU participants conduct interviews with African-American students and gather samples of their

academic writing and social media activity to create a public archive documenting the full range of African-American students' linguistic practices.

CHEN, JIA CHING, Principal Investigator

Grounding and Worlding Urban Infrastructures

The University of Manchester

SB190002/UCSB20181232

03/01/18 – 12/31/20

\$23,174

This project investigates the transnational relationships of finance, resource extraction and land enclosure with spatial planning, design and construction of satellite new towns, and urban and industrial infrastructure in Angola and China.

DUNBAR, NORAH, Principal Investigator

Enabling the Functional use of Powered Exoskeletons for Industrial Applications and Understanding the Socioeconomic Consequences of Exoskeleton Technology Application

Virginia Polytechnic Institute State University

2018PR0883/UCSB20181415

09/15/18 – 08/31/23

\$250,011

The Covid-19 pandemic changed what we had intended to work on during this past year. Originally, we were supposed to travel to Virginia Tech to help the team there conduct experiments with users wearing the exoskeleton and conduct interviews about the user experiences. Instead, the Virginia Tech team conducted the interviews (prior to the Covid closures), sent us anonymized audio files, and we had them transcribed for analysis. They were not able to conduct the number of experiments they had hoped to conduct so we pivoted towards a qualitative analysis of those interviews. I worked with two graduate students, Gavin Kirkwood and Nan Wilkenfeld, to write papers on the impact of new technologies like the exoskeleton on the workplace and we have begun the coding of the transcripts in collaboration with the VT team. No human subjects research was conducted at UCSB.

DUNBAR, NORAH, Principal Investigator

METZGER, MIRIAM, Co-Principal Investigator

SCAN: Socio-Cultural Adversarial Networks

University of Maryland

37919-Z8424101/UCSB 20180260 06/13/16 – 09/30/22

\$838,477

The UCSB team worked closely with other teams to a) complete data collection, b) attend bi-weekly meetings, c) conduct data analysis, and d) write papers and presentations based on the results. Data collection occurred in Zambia, Fiji, and Hong Kong, our final sites. We worked with the Arizona team to conduct analyses on the various data modalities (audio, video, and self-report surveys). We lead the analysis of

the dominance and trust self-report data as well as the examination of the cultural variables. We presented our work at the National Communication Association meeting in November 2018, the Credibility and Screening Technologies Symposium at HICSS in January 2019, and have been working on publications for the co-edited volume from Springer and two special journal issues. We hold regular meetings with the Arizona and Rutgers teams to ensure comparability in our analyses. UCSB also hosted visitors from Fiji and Zambia.

ESPINOZA, MARIO, Principal Investigator

RIOS, VICTOR, Co-Principal Investigator

Methods of Advocacy: Making Health a Shared Value amongst HIV/AIDS Nonprofits and Immigrant Populations

Robert Wood Johnson Foundation

74825/UCSB 20180015

09/01/17 – 08/31/22

\$120,000

With the intention of diversifying the next generations of leaders and ensuring equity in policies, Health Policy Research Scholars has selected a group of PhD students from across the country to be part of its second cohort. As one of 40 selected applicants, Mario Espinoza, Graduate Student, University of California, Santa Barbara will join a diverse group of scholars from across the country to collaboratively tackle persistent health challenges by creating innovative solutions through their research. The Health Policy Research Scholars program is led by George Washington University with support from the Robert Wood Johnson Foundation. As part of the program Espinoza will be working towards the goal of making HIV/AIDS healthcare more accessible to underserved communities.

FALASCA-ZAMPONI, SIMONETTA, Principal Investigator

An Ambiguous Past: Fascism, the Resistance and “Structures of Feeling” in Italy (1943-1945)

UCSB: ISBER Social Science Research Grant Program (SSRGP)

SS20FS

06/30/21

\$7,602

07/01/18 –

“An Ambiguous Past” focuses on the immediate years after the fall of the fascist regime. Drawing on personal diaries and correspondence written by ordinary citizens between 1943 and 1945, it assesses how Italians experienced their present and negotiated their past in those critical years. I ask: Beneath the official interpretations circulating at the time, what exactly did Italians feel and think about fascism as they witnessed the regime’s demise? Did the historical circumstances, including foreign occupation and a civil war, lead to a hurried, unreflective liquidation of the regime? Ultimately, can we draw on people’s experiences of this period to illuminate contemporary Italy’s ambiguous relationship to its fascist past?

FLANAGIN, ANDREW, Principal Investigator

The Role of Discrete Emotions in Online Information Seeking, Credibility Evaluation, and Sharing

UCSB: ISBER Social Science Research Grant Program (SSRGP)

SS20FA

07/01/18 –

06/30/21

\$4,000

Although several factors affect people's information seeking and credibility evaluations online, research has largely ignored the importance of individuals' psychological dispositions in such processes. Yet, the circumstances under which people seek and evaluate information are likely to have profound influences on its selection and assessment. The proposed project therefore considers the importance of one's state of mind in online information seeking and assessment by testing the notion that emotions serve as cognitive frames that bias people's perceptions, resulting in emotion-specific patterns of information-seeking, credibility assessment, and related behaviors. To explore the role of emotions we propose 3 interrelated experimental studies that examine whether (1) discrete emotions (i.e., fear, anger, sadness, and hope) lead to different patterns of information-seeking, (2) whether information is perceived differently with regard to its credibility by those experiencing different emotions, (3) whether discrete emotions lead to differential preferences for action, such as information endorsement or sharing with others online, and (4) if the emotional frame of information drives information selection, independent of the emotional state of the information seeker. The major outcomes of interest are people's information seeking goals and strategies, the degree to which people perceive online information to be more or less credible and, in turn, the extent to which they endorse and share information with others. These outcomes have implications for information propagation online, and by extension the belief in and the sharing of emotionally-charged online messages, including misinformation, health and political messages, and deceptive online content such as fake news.

FLANAGIN, ANDREW, Principal Investigator

"Fostering Critical Engagement with Online Information"

Gift Funding

FAINTL

07/01/10 –

06/30/21

\$4,323

This project is a continuation of ongoing efforts to study people's critical engagement with online information.

FOUQUE, JEAN-PIERRE, Principal Investigator

Systemic Risk and Mean Field Games

National Science Foundation

1814091/UCSB20180614

07/01/18 – 06/30/22

\$273,754

The banking system can be viewed as a large network of agents in interaction, entering in contracts and exposed to the risk of counterparty defaults. Systemic risk corresponds to rare events of many defaults in cascades disrupting liquidity and the economy as a whole. The research is about modeling this network in interaction and studying the limiting behavior as the number of agents becomes large. Nash equilibria are studied and their limits are described by the so-called Mean field Games. The focus will be on the effects of time delays and randomness on the network itself. This research will help understand and ultimately prevent the occurrence of systemic events. From the point of view of the regulators, it is important to rank the institutions according to their contributions to systemic risk. On the other hand, this ranking needs to be fair to the banks. The research is also about developing the mathematical tools to measure systemic risk and design fair allocation schemes.

Mathematically, systemic risk events in the network of banks correspond to a Large Deviation Principle for such a system in interaction. That is describing the occurrence of these small probability events in which a large number of participants are defaulting. The research consists in using the Mean Field Game theory in order to derive large deviation of the finite player games. The first goal is to take into account the effect of delays in the game and develop the corresponding theory of mean field games with delay. The second goal is to study large deviations for games on stochastic networks. The main tool will be to use the master equation for the corresponding mean field game. We are specifically interested on how the stochastic nature of the network will affect the rate function in the large deviation principle. In the third project, we will develop a duality approach to the systemic risk measures previously introduced by the PI and his collaborators, in order to ensure fairness of systemic risk allocations to the participants.

FRIEDKIN, NOAH, Principal Investigator

Political Conflict and Stability in Dynamic Networks

UC Los Angeles

20180193-02/UCSB 20171565

03/01/18 – 02/29/22

\$242,230

Recent investigations of structural balance theory are seeking to advance the mathematical modeling of the mechanism that alters the topology of $G(V,E)$ directed networks, defined by a set V of nodes and set E of signed edges, toward a state of structural balance. The classic definition of the balance state requires no violations of 4 rules. Relaxations of this classic definition require the satisfaction of fewer rules. The most general definition requires only the satisfaction of the transitivity rule (a friend of a friend is a friend), and it allows hierarchical topologies. The development of dynamical models of the temporal evolution of G has been hindered by the absence of longitudinal data. The development of dynamical models has only recently considered the application of network science models of opinion dynamics to understand the evolution of G (P. Jia, N.E. Friedkin and F. Bullo. 2016. "The Coevolution of Appraisal and Influence Networks leads to Structural Balance." IEEE Transactions on Network Science, IEEE Transactions on Network Science and Engineering, 3(4): 286-298). I will

advance an influence system approach to the evolution of G, premised by the idea that edge sign switches (positive to negative, or vice versa) may be understood as outcomes of a process in which any i's orientation to any node j is being influenced by other nodes' orientations to node j.

FRUHSTUCK, SABINE, Principal Investigator

NAKAMURA, JESSICA, Co-Principal Investigator

Japanese Culture En Route: Transnational Currents and Connections in Japanese Performing Traditions

The Japan Foundation

08/01/20 – 07/31/21

\$119,552

Originally, our project proposal “Japanese Culture En Route: Transnational Currents and Connections in Japanese Performing Traditions” constituted a package of (1) a new tenure-track assistant professor position in Japanese Studies to be housed in the Department of East Asian Languages & Cultural Studies, (2) three critical intervention labs on Japanese film, music, and theater respectively, and (3) a set of short-term research stipends for graduate students in Japanese Studies. Together these efforts aim at contributing to a Japanese Studies that fully acknowledges and engages the transnational nature of Japanese cultural production. We will critically interrogate the production and circulation of original Japanese culture, examine how it travels transnationally, and describe how it is, in both its creation and consumption, capable of drawing from and traversing linguistic, geographic, temporal and cultural boundaries. Our collective project moves beyond the economic value of much-celebrated Japanese popular culture. Rather, we employ a cultural studies approach to explore how cultural products – films, music, theater – circulate in different “regimes of value” (Arjun Appadurai 1986) in space and time. The Japanese Studies community at the University of California, Santa Barbara, within the Department of East Asian Languages & Cultural Studies and across the Humanities, is critically positioned to pursue this Japanese Studies on the next level due particularly to its consistent commitment to interdisciplinary cultural studies.

GAMBLE, LYNN, Principal Investigator

Various Research Projects

Gift

GLGIFT

06/30/21

\$10,770

07/01/16 –

Shell mounds have not been investigated as prominent ritual features in southern California, despite evidence to the contrary. The largest extant shell mound in the region is on Santa Cruz Island, measures 270 by 210 m (44,532 m² in area), is 8 m higher than the terrace it rests on, is covered with 50 house depressions, and dates to 6000–2500 B.P. In the 1920s, three cemeteries were excavated at the top of El Montón; one young woman stood out among the over 200 individuals in that she was buried with 157 stone effigies. Analysis of multiple lines of evidence, including stratigraphic profiles of features, 85 radiocarbon dates, ground penetrating radar, and mortuary data, supports

my claim that the mound was a persistent place where early visitors had significant feasts, constructed dwellings, buried their dead, and performed ceremonies where select groups of infants, children, and adults were revered. These mortuary rites conveyed the symbolic power of the place and created a history of events that became part of a mythical and real past that was repeatedly visited, modified, and (re)interpreted as social relationships were reinforced. This study supports the idea that shell mounds are socially constructed landscapes, not just accumulations of refuse.

GAULIN, STEVEN, Principal Investigator

AGEY, ELIZABETH, Co-Principal Investigator

Doctoral Dissertation Research: Does Arranged Marriage Affect Reproduction in Nepal; If so, How and Why?

National Science Foundation

1948306 / UCSB 1948306

03/01/20 – 02/28/22

\$25,200

Many social species exhibit multi-generational investment (e.g., grand-parenting), but humans are unique because this involvement often begins in the pair-formation phase, with parents having significant, even dominant, roles in partner choice. Thus, arranged marriage is a widespread cultural feature, discussed in more than one thousand ethnographies coded in the Human Relations Area Files (HRAF). In most sexual species, partners choose their own mates according to criteria that presumably guide fitness-enhancing outcomes. Does arranged marriage interfere with these evolved preferences; if so, what preference dimensions are compromised, and with what consequences for the mated pair? This project uses arranged marriage as a probe to explore the dynamics and consequences of parent-influenced mate choice on the biological and social pathways to fitness in Nepali society, where about half of recent marriages are arranged. This project will: (1) Situate the field site in the broader ethnographic context through systematic Focus Group Discussions and Individual Interviews; (2) Assess the amount and nature of parent-offspring disagreement in spouse selection through a build-a-mate game; (3) Examine the fitness consequences of arranged vs. non-arranged marriages via life history calendars, anthropometric data, and health reports; and (4) Evaluate pathways through which fitness and well-being is affected using detailed surveys about familial and societal support.

GLASSOW, MICHAEL, Principal Investigator

Coastal Adaptations

Various Donors

GMGIFT

07/01/17 – 06/30/21

\$13,975

Funds from my gift account have been used to employ two laboratory assistants and pay for radiocarbon dates in support of my continuing research related to elucidating the prehistory of the Santa Barbara Channel region. My laboratory assistants and I, along with undergraduate students enrolled in a laboratory practicum course I teach, have been processing collections I obtained over the years before my retirement in 2009.

During the past academic year, data derived from these collections have been the subject of publications and papers presented at professional conferences.

GONZALES, AMY, Principal Investigator

Building social capital in low-income communities of color: A longitudinal randomized experiment

Family Independence Initiative 06/01/21 – 01/31/23 \$375,695

We will conduct a mixed-methods analysis centered around a longitudinal field experiment that examines and compares the experiences of UpTogether clients in face-to-face and online groups using monthly surveys. Dependent variables will include measures of client satisfaction, psychological and well-being benefits, and indicators of socio-economic mobility. We will pair these data with results from in-depth, semi-structured interviews and log-data from use of the online platform. These complementary data will elaborate the mechanisms behind experimental findings and, in the case of interview data, can directly assess client input about UpTogether services more broadly.

GOTTFRIED, MICHAEL, Principal Investigator

Education Policy Collaborative
Smith Richardson Foundation

2018-1679/UCSB20181372 09/01/18 – 08/31/21 \$11,085

The purpose of this funding is to support research meetings and travel related to the Education Policy Collaborative -- a new research group with a focus on education policy. The PI of this grant is the Co-Founder of the Education Policy Collaborative.

GURVEN, MICHAEL D., Principal Investigator

Brain Atrophy, cognitive Impairment and Alzheimer's in a Low CVD-risk Population
Chapman University (renewal)

AG054442/UCSB 20181296 09/01/17 – 03/31/22 \$1,074,887

Little is known about the epidemiology of Alzheimer's disease (AD) in populations living pre-industrial lifestyles similar to those experienced over human pre-history. This

information is critical to determine whether AD is a byproduct of modern environments. Compared to age-matched industrialized populations, Tsimane exhibit: a) delayed atherosclerosis progression; b) minimal diabetes and hypertension; and c) near absence of atrial fibrillation, stroke and myocardial infarction. At the same time, Tsimane experience high infectious burden and resulting inflammation throughout life. The neighboring Moseeten are an ethno linguistically similar population with low cardiovascular disease (CVD) risk, as indicated by our preliminary data, but Moseeten have both higher rates of CVD than Tsimane and more variation in lifestyle and metabolic risk factors. The goals of this proposal are to: 1) Measure rates of cerebral atrophy and cognitive decline in association with atherosclerotic and inflammatory burden, APOE genotype, and schooling among Tsimane and Moseeten; and 2) Estimate prevalence and incidence of all-cause dementia and AD among Tsimane and Moseeten. Our central motivating hypothesis is that compared to Western populations, the low rate of atherosclerosis in these two subsistence populations will be paralleled by slower rates of cerebral atrophy and age-related cognitive impairment. To accomplish our goals, we propose four specific aims, utilizing a panel design in two population samples totaling 2,590 adults aged 40+ years: 1,963 Tsimane and 627 Moseeten. Aim 1 conducts longitudinal assessment of cognitive impairment and dementia with measurement of physical activity between assessments; Aim 2 conducts anatomic neuroimaging of the brain related to cognitive impairment, AD and other dementias; Aim 3 assesses prevalence and incidence of all-cause dementia and AD among individuals over age 60 years; and Aim 4 investigates the epidemiology of brain atrophy, cognitive impairment, AD and all-cause dementia. The proposed research is time-sensitive, as both Tsimane and Moseeten are modernizing at an accelerating rate. It is one of our last chances to study the natural history of AD, cerebral atrophy and cognitive impairment with a large sample across multiple populations living a subsistence lifestyle, similar to prehistoric populations, with low rates of CVD and high rates of infectious disease and inflammation. This multi-disciplinary project leverages 14 years of integrated behavioral-biomedical research among Tsimane. If rates of cerebral atrophy and cognitive impairment are lower among aging Tsimane and Moseeten, those findings will have important implications for our understanding of AD in the US.

GURVEN, MICHAEL, Principal Investigator

ANDERSON, AMY, Co-Principal Investigator

Doctoral Dissertation Research: The skeletal biology of porous cranial lesions

National Science Foundation

1945794 / UCSB 20200035

02/15/20 – 10/31/21

\$31,044

This research will strengthen the empirical foundation necessary for the study of health in past populations by linking skeletal stress markers in a living population to measures of individual health. Porous cranial lesions (PCLs) are commonly found in archaeological skeletal remains of children and adults and often interpreted as indicators of chronic childhood anemia. We therefore expect such lesions to be common among the Tsimane, a living population of Amazonian forager-horticulturalists with high

prevalence of childhood anemia. PCLs have never been systematically studied in a living population, and existing biomedical data on the Tsimane provide a singular opportunity to examine the causes and consequences of PCLs over the life course. Given the links between childhood stress and adult health, we expect that PCLs will be associated with adult health outcomes. If PCLs are an indicator of childhood stress, they will be linked with worse adult health; if on the other hand PCLs are evidence of a successful adaptive response to a stressor, they will be associated with better health. To test this we will (1) develop criteria for identifying PCLs in computed tomography (CT) scans using an archaeological reference sample of 600 crania and apply these criteria to 1,310 existing cranial CT scans of Tsimane adults (40+ years); and (2) test the associations between lesion presence and health outcomes. We also hypothesize that if PCLs are caused by childhood anemia, then children with anemia will show evidence of active skeletal changes. To test this we will (3) identify the underlying causes of individual anemia cases and test their association with an indicator of bone resorption-a proximate cause of lesions-by analyzing biomarkers using dried blood spots from 480 Tsimane children (aged >15 years).

HAN, HAHRIE, Principal Investigator

Community Power and Influence: Exploring Strategies for System Change

Robert Wood Johnson Foundation

75887/UCSB20190262

11/01/18 – 10/31/20

\$199,994

We are delighted to submit this proposal to be part of the “Community Power and Influence” initiative of the Robert Wood Johnson Foundation (note the name of the program may change). The P3 Lab at the University of California, Santa Barbara is dedicated to understanding how community based organizations make the participation of ordinary people possible, probable, and powerful, so that people can engage in public life in ways that allow them to exercise voice over outcomes that matter in their lives. As such, our work is closely related to the work RWJF is doing to better understand the ways that community based organizations can help remove obstacles to better health and greater health equity. This statement proposes a scope of work that is particularly focused on developing a scaffolding for a long-term research agenda connecting community power and health, including the best definitions of power and metrics to measure community power.

HEGARTY, MARY, Principal Investigator

GAINES, STEVEN, Co-Principal Investigator

GENETTI, CAROL, Co-Principal Investigator

KENDALL, BRUCE, Co-Principal Investigator

NRT IGE: Crossroads: Integrating Interdisciplinary Research and Teaching in Graduate Education

National Science Foundation

1633764/UCSB 20160660

09/15/16 – 03/31/21

\$499,943

UC Santa Barbara's Crossroads Program allows faculty members and doctoral students to collaborate on one or more year-long interdisciplinary research projects through the auspices of a team-taught graduate seminar that includes fellowship-supported as well as other graduate students. The central goal of the Crossroads Program is to enhance both graduate and undergraduate learning through the infusion of interdisciplinary research into the curricula. Each Crossroads project involves at least 3 faculty members from at least 2 different departments and receives funding for up to five graduate students from diverse backgrounds as Crossroads Fellows, with one quarter of fellowship support and one quarter of support as a Teaching Assistant or Associate. The goals of this Innovations in Graduate Education (IGE) project are as follows:

- (1) to develop enhancements to the Crossroads project, including (a) activities that build meta-awareness about disciplinarity and interdisciplinarity, (b) pedagogy training on effectively bringing research and interdisciplinary perspectives into the classroom and (c) training on communicating science to non-specialist audiences.
- (2) To assess program effectiveness by evaluating whether participation in the Crossroads program improves graduate students' abilities and teach effectively and
- (3) To disseminate the Crossroads model across the 10 University of California Campuses, and more generally in conference presentations and publications.

HEGARTY, MARY, Principal Investigator
GAINES, STEVEN, Co-Principal Investigator
GENETTI, CAROL, Co-Principal Investigator
KENDALL, BRUCE, Co-Principal Investigator

Support for Collaborative Research: AGEP Transformation Alliance: A California HSI Alliance for Pedagogy as Preparation for the Professoriate

UCSB Department/Executive Vice Chancellor

HMXEVC

07/01/18 - 6/30/21

\$7,000

This is a small grant to support expenses for local entertainment related to a larger grant (HMNSF1). In this grant UC Merced, UC Santa Barbara, CSU Fresno and CSU Channel Islands are collaborating together to develop, implement, and test a model that focuses on pedagogical training and career mentoring to prepare senior doctoral students for teaching-focused careers at a broad range of colleges and universities in order to create a more diverse STEM faculty workforce.

HEGARTY, MARY, Principal Investigator
CHARITY HUDLEY, ANNE, Co-Principal Investigator
GENETTI, CAROL, Co-Principal Investigator
NASH, CARLOS, Co-Principal Investigator
SHERMAN, DAVID, Co-Principal Investigator

Collaborative Research: AGEP Transformation Alliance: A California HSI Alliance for Pedagogy as Preparation for the Professoriate
National Science Foundation

1820886/UCSB 20180722

09/01/18 – 08/31/23

\$1,071,666

The goal of the AGEP California (CA) Hispanic Serving Institutions (HSI) Alliance is to develop, implement, and test a model for creating a more diverse STEM faculty, which is broadly replicable in HSIs across the nation. The AGEP CA HSI Alliance model focuses on pedagogical training and faculty career mentoring to prepare historically underrepresented minority (URM) doctoral students at HSI research-intensive universities for tenure-track professor positions, particularly at HIS institutions that emphasize undergraduate teaching and research. We envision the model being replicable among other UC-CSU pairs of institutions, as well as similar pairings in other states with multi-tier university systems.

HIXON, SEAN, Co-Principal Investigator (Doctoral Student)

KENNETT, DOUG, Principal Investigator

Doctoral Dissertation Improvement Award: Aridification and Environmental Change
National Science Foundation

1945769/UCSB 20200054

07/01/19 – 08/31/20

\$21,497

This study evaluates how past aridification and the behavior (dietary preference and mobility) of both colonizing humans and introduced animal species in SW Madagascar contributed separately and synergistically to a period of declining endemic biodiversity. Madagascar is an ideal place to study past human impacts on biodiversity given that the colonization history of the island is relatively recent, the extinct fauna is well represented in Holocene subfossil sites, and current human-environment interactions are a concern for conservation efforts. The earliest evidence for a human presence in the SW dates to approximately 2,300 cal BP, and the last of the native fauna on Madagascar >10 kg (including giant lemurs, pygmy hippos, and elephant birds) went extinct within the last ~1,000 years. Extinction scenarios invoke interactions between hunting by humans, aridification, exclusion around scarce bodies of water, and exploitative competition with introduced herbivores for food. The aim of this project is to use survey, excavation, and isotope analyses to test hypotheses about interactions between organisms that could have contributed to extinction and to use amino acid nitrogen isotope (AA $\delta^{15}\text{N}$) analyses in bone of target taxa (e.g. hippos, introduced bovids) to test for potential linkages with aridification.

HOVE, CARMEN, Principal Investigator

BODDY, AMY, Co-Principal Investigator

Doctoral Dissertation Research: Pregnancy-induced inflammation and obstacles to breastfeeding success in an industrialized environment

National Science Foundation

1945759/UCSB 20200334

03/15/2020 – 02/28/2022

\$30,934

Skin-to-skin breastfeeding evolved as bi-directional relationship between mother and infant, resulting in opportunities for both congruence and conflict. With the invention of

infant formula and rudimentary breast pumps, the 19th century introduced evolutionarily novel alternatives to skin-to-skin breastfeeding that are now commonly used across numerous populations. While the ill-effects of curtailed breastfeeding on infant immune development and health outcomes have been studied extensively, the consequences for maternal immune function and short-term morbidity are comparatively understudied. Using data from a heterogenous sample of mothers in the United States, we test two main hypotheses: (Hypothesis A) the degree to which skin-to-skin breastfeeding is preserved (i.e. frequency of infant feedings delivered via breastfeeding) will correspond to reduced inflammatory activation and better self-reported health, and (Hypothesis B) this relationship will be strongest in the early postpartum period, when infant and maternal optimums are most likely to overlap, but will be relatively attenuated later in the postpartum period, reflecting increased opportunity for parent-offspring conflict.

ICHIBA, TOMOYUKI, Principal Investigator

Large Scale Interactions in Financial Markets

National Science Foundation

2008427/UCSB 20200359

07/01/20 – 06/30/23

\$147,978

The project is concerned with mathematical understanding of interactions among participants in large financial markets. In order to advance the analyses of both homogeneous and heterogeneous interactions in the markets, the directed chain interactions are modeled and analyzed with the methods in the system of Stochastic (Partial) Differential Equations (SDEs and SPDEs) with probability distribution constraints. Four main problems are considered, namely, 1. Tree structure: extension from the simple, directed chain interaction, 2. Detection problem and beyond: SPDE approach, 3. Model of entangled stochastic volatility in financial markets, 4. Mean-field game and controlled directed chain equation. The mathematical treatment of complicated financial markets has provided good insights about the behavior of market participants and its dynamical consequences. In the proposed project the interactions are considered through the pivotal quantities, such as average and ranking, as well as through the local structure of the system. Among various local structures, directed chains and associated systems of SDEs with distributional constraints are made in the main focus of the analysis in the first problem. Here, a new class of infinite-dimensional SPDEs emerges in developing the theory of filtering to solve the second problem. As one of applications from the analyses of the first problem, the model of stochastic volatility with directed chain structure is investigated and then the deriving methods are used in the theory of the Mean-field games.

IBARRA, JONATHAN, Co-Principal Investigator (Doctoral Student)

RIOS, VICTOR, Principal Investigator

The Role of Family in the Latinx Youth Reentry Process

UC Office of the President

UCSB 20200091

4/22/20 – 09/25/20

\$11,200

I have approval from the Institutional Review Board at UCSB to conduct hour-long, semi-structured, interviews with re-entering youth, families, and community organization leaders. Interviews will focus on re-entry experiences with an emphasis on how schools, family, and community settings influence their re-integration. Additionally, I will conduct participant-observations by “shadowing” local youth and their families as they navigate re-entry from incarceration. Fieldnotes, interviews, and focus group transcripts will be coded in a mixed-methods analysis program, Dedoose. I plan to use focus coding and grounded theory to eliminate inconsistent findings, search for patterns and unique cases, and generate dominant themes (Strauss 1987; Emerson, Fretz, and Shaw 1995). Significantly, my project breaks with “outsider” observations and instead employs Youth Participatory Action Research (YPAR) frameworks, which allows youth to directly engage in research, investigate root causes of their re-entry difficulties, and take those findings to policymakers to demand policy changes that minimize their criminalization (Ginwright, Noguera, & Cammarota 2006). My findings will directly impact local policy as I collaborate with Freedom 4 Youth, a community organization, to develop an evidence-based juvenile re-entry program that supports families involved in the rehabilitation process.

JUERGENSMEYER, MARK, Principal Investigator

Resolving Jihadist Conflicts? Religion, Civil War, and Prospects for Peace
Uppsala Universitet (Sweden)

SB170042/UCSB 20181139 01/01/16 – 06/30/21 \$253,862

Study of how religious-related terrorist movements come to an end, with focus on three cases: Moro movement for a separate Muslim state in Mindanao, Southern Philippines; the Islamic State in Iraq; and the Khalistan movement in Punjab, India.

KATSIKA, ARGYRO, Principal Investigator

Prosodic Structure: An Integrated Empirical and Modeling Investigation
Haskins Laboratories, Inc.

#1-A215/UCSB 20171307 09/01/16 – 06/31/21 \$92,612

Argyro Katsika Ph.D., has been a core member of the scientific team conceiving and executing this collaborative project, and was the original PI of the award 1551428 to Haskins Laboratories. Since the grant was awarded, Argyro Katsika has been relocated to University of California, Santa Barbara as an assistant Professor of Linguistics. Argyro Katsika will be the PI of the subcontract to UCSB. Argyro Katsika is an expert in the area of speech production and prosodic structure that is the subject of this research. She will oversee and conduct experiments on prosodic boundaries and prominence, she will analyze the acquired experimental data, and she will prepare results for publication. Specifically, Argyro Katsika will conduct and analyze experiments 1-4 of the proposal. Experiments 1 and 2 address Goal 1, meaning investigation of tonal and temporal properties as part of one system in boundaries. Experiment 1 examines boundary and prominence coordination phrase-finally, while experiment 2 examines this

coordination phrase-initially. Experiments 3 and 4 assess the tonal and temporal properties as one system in prominence (Goal 2). Experiment 3 focuses on the dynamics of prominence, and experiment 4 examines the temporal scope of prominence and pitch accent coordination. Research assistants will assist the PI with lab tasks (i.e., recruiting subjects, acquiring and analyzing the data).

KATSIKA, ARGYRO, Principal Investigator

Prosodic hierarchy as an interplay of lexical stress, phrasal events and articulatory contractions

UCSB Academic Senate

KAACSE

07/01/18 – 06/30/21

\$14,090

This project is part of a larger research agenda that aims at deciphering how Grammar (and thus our linguistic mind) applies the prosodic contour on the segmental content, and to develop a coherent theory of prosody structure and a model of timing in speech production with underpinnings for cognitive reality, cross-linguistic extensions, and clinical and computational applications. Our larger research objectives are to test the hypothesis that 1) lexical prosody is the interface between phrasal prosody and segments, that 2) prosodic structure at the phrasal level (in terms of both grouping and prominence) emerges from a specific network of interactions between prosodic events (such as lengthening, phrasal tones and pauses), and that 3) a specific subset of these interactions is used as cues for turn taking in discourse. To test these hypotheses languages that representatively cover the typological range of both lexical prosody (i.e., free lexical stress, fixed lexical stress, lexical tone, lexical pitch accent, hybrid systems) and phrasal prosody (e.g., languages with different locations of boundary tones) will be examined. Our expectation is that this holistic investigation of prosody will reveal significant dimensions of typological variation, informing us about the basic nature of the phonological component of Grammar. In the current project, we focus on grouping, and specifically on phrase boundaries (the edges of phrases), in Japanese and Korean, two languages representing a distinct and understudied categories of the lexical prosody continuum, that one of lexical pitch accent and that one of no lexical prominence cue. We are also examining the syllabic structure of Georgian. Understanding the mechanism by which segments are organized into syllables fills a critical gap in our understanding of the hierarchical organization of prosodic constituents, as syllables are both units into which segments are organized and the base units for higher- level constituents such as feet and phrases. Syllables are also tone-bearing units (TBUs) for pitch- accents, and docking points for stress, which make them important for higher levels of prosodic organization.

KLAWUNN, MARGARET, Principal Investigator

CZULEGER, CATHY, Co-Principal Investigator

Sailing at UC Santa Barbara

California Dept. of Boating and Waterways

C8962230/UCSB 20180660

01/01/18 – 12/31/33

\$40,000

C8962330-1/UCSB 20190643

01/01/19 – 12/31/33

\$40,000

C8964310/ UCSB 2020051	01/01/20 – 05/31/22	\$29,500
C8965327/UCSB 20210515	03/04/21 – 05/31/22	\$39,125

Aquatic Center Grants from the California Division of Boating and Waterways to support UCSB Recreation's Sailing Program.

KLAWUNN, MARGARET, Principal Investigator

EQUINOA, KIMBERLY, Co-Principal Investigator

Diversifying Prevention and Victim Services on Campus

USDJ Office of Justice Program

2018-WA-AX-0043/UCSB20181048	10/01/18 – 09/30/22	\$299,000
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University of California Santa Barbara has a dedicated Campus Advocacy, Resources & Education office (CARE), charged with crisis advocate response, prevention education, and training for sexual assault, dating/domestic violence, and stalking for the entire campus community. To date, current successes and sustainability efforts of the CARE office can be traced back to funding cycles provided to the campus from the OVW Campus Grant Project and administered by CARE. The proposal for FY2018-2021 funding seeks to sustain mandatory program requirements and move beyond those to further diversify services and prevention efforts in order to meet the changing and growing needs of the UCSB community.

KUCZENSKI, BRANDON, Principal Investigator

Toward a Distributed Knowledge Management System for Product Life Cycle Models

USDA Agricultural Research Service

58-8260-8-004/UCSB20181317	08/20/18 – 08/19/20	\$84,268
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This project focuses on the development of data models, software prototypes, and demonstration projects around the area of collaborative and distributed computation of life cycle assessment (LCA) results. Work objectives include a review of modalities for LCA data resource creation and exchange; proofs of concept for disclosure of product system models for critical review and reuse; stakeholder engagement with users and data providers of the Federal LCA Commons, overseen by USDA.

LAWSON, DAVID, Principal Investigator

Assessing the costs and benefits of cultural practices. (originally titled: "Child Marriage as a Parental Investment Strategy: Assessing the Costs and Benefits of Early Marriage in Rural Tanzania)

National Science Foundation

1851317/UCSB20190210	02/01/19 – 01/31/22	\$199,074
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'Child marriage', defined by the development sector as any marriage under 18 years, affects one in three girls in the developing world. Over the last decade, humanitarian interest in child marriage, grounded in moral concerns over the 'right to childhood', has

dramatically escalated, culminating in a 2015 global goal to abolish the practice. This movement has taken place largely without engagement with anthropologists, who to date have only made limited explorations into the diverse potential strategic motivations and/or conflicts of interest that may account for the high prevalence of early marriage, despite its purported costs to wellbeing. This project will: (1) interrogate the construct validity of the child marriage concept utilized and promoted by the development sector, including implied fixed boundaries between childhood innocence and adulthood responsibility. This will involve both qualitative research to ground our understanding of the ethnography of marriage and of the perceived costs and benefits of early marriage for both girls and their parents, along with quantitative tests of the extent to which early marital age and large spousal age-gap elevate or indeed mitigate existing risks to wellbeing for girls/young women across multiple domains; and (2) test novel hypotheses, grounded in an evolutionary perspective on behavior, to account for why child marriage is so prevalent. This will include tests of whether, in the context of bridewealth, child marriage is best understood as the expression of a parent-offspring conflict over ideal marital age as often assumed, or whether it is in fact motivated by efforts to improve relative wellbeing within the context of alternative risks to wellbeing across girlhood. We will also (3) examine relationships between age at menarche and first marriage to evaluate for the first time whether or not early marriage can be understood as part of a coordinated physical-behavioral maturational shift towards an accelerated life history strategy. All fieldwork will take place among the Sukuma of Tanzania, where approximately 40% of girls marry before 18, situated within an ongoing demographic surveillance site.

LEOMBRUNI, LISA, Principal Investigator

GAINES, STEVEN, Co-Principal Investigator

NOVA's Polar Extremes: Enhancing Experiential Digital Learning

WGBH Educational Foundation (NOVA)

K201803096/UCSB20170532

11/01/18 – 10/31/20

\$385,848

With a wide array of digital platforms and formats available to informal STEM media producers, it can be challenging to decide which approach to use to reach different audiences. This is particularly important in the context of distant, remote, or challenging concepts, such as polar science, which the average viewer might not have much experience with or exposure to.

This study therefore explores how two groups of younger audiences (ages 11-14 and 18-25) engage with polar science delivered through two media formats. One is a documentary film with a strong narrative and host guiding the viewer (NOVA Polar Extremes), while the other is an interactive digital game that challenges the user to explore with the help of a guide (NOVA Polar Lab). Knowing how each audience engages with the format and what they learned can help media producers create more targeted and effective materials. To help contextualize these findings, this study also explores the validity of a “strand” approach to understanding learning outcomes (our measures). Finally, this study explores how early STEM socialization and exposure to science may make young adults (18-25) more or less open to exploring science topics

or pursuing science as a career. Knowing what keeps young people from more deeply engaging with science can help producers meet viewers where they are, and potentially help them find ways to make STEM concepts relevant to them. Specifically, the goals of this study are to:

- Goal 1: Design to Achieve Learning Outcomes: Understand the learning outcomes associated with two popular styles of science engagement: narrative-driven approaches (Polar Extremes film) and immersive, exploratory approaches (NOVA Polar Lab)
- Goal 2: Measure Polar Science Learning: Develop a learning outcome metric appropriate for polar science and aligned with the “strand” framework
- Goal 3: Understand Science Identity Development: Understand whether and how young people experience science as a process or skill set, as opposed to a culture or group they identify with, or a potential career path

Data collection included surveys of 18-25 year olds on MTurk and Turk Prime and surveys and focus group discussions with 11-14 year olds in Santa Barbara CA and online.

LIEN, PE-TEI, Principal Investigator

Understanding the Sources and Consequences of Racial Attitudes and Opinions of Immigrant Chinese Americans

Chiang Ching-Kuo Foundation

RG018-A-16/UCSB 20170446

07/15/17 – 09/14/20

\$12,000

This was the 2nd year of the research project. The original deadline of June 30, 2019 has been extended with no additional cost to March 14, 2020 so as to allow more time to complete data analysis and secure publication of results in trade journals. The main activity of the research is to conduct comparative analysis of public opinion using data gathered in the United States and Asia and in collaboration with Dr. Wu Chung-li of the Institute of Political Science, Academia Sinica to help understand the origins, contours, changes, and possible behavioral consequences of racial attitudes and opinions of immigrant Chinese Americans originated from Taiwan, Mainland China, and Hong Kong.

LUDKOVSKI, MICHAEL, Principal Investigator

AMPS: Collaborative Research: Stochastic Modeling of the Power Grid

National Science Foundation

1736439/UCSB 20170926

09/01/17 – 03/31/22

\$179,999

This project develops mathematical models for the interactions between the economic stake-holders in the modern power grid. The research focuses on constructing rigorous stochastic models and related numerical algorithms for quantitative assessment and analysis of how to guide the grid in its "smart" evolution. Research areas include (i) long-term grid evolution, in particular investment in renewable generation and

competition between different producer sectors; (ii) behavior of electricity prices and related financial contracts in the new era of deep renewable penetration, micro-grids, and new requirements on grid stability. The project blends together applied mathematics, game theory, and control, and extends the reach of stochastics to a key application area.

LUDKOVSKI, MICHAEL, Principal Investigator

Collaborative Research: Gaussian Process Frameworks for Modeling and Control of Stochastic Systems

National Science Foundation

1821240/UCSB 20180740

08/01/18 – 07/31/22

\$150,000

The project pursues synergies between the latest machine learning techniques and control paradigms, targeting applications in quantitative finance, energy microgrid management and epidemiological modeling of infectious diseases. The project team is developing algorithms and statistical models for complex stochastic simulators, and active learning strategies for autonomous data acquisition. Our main tool are Gaussian Process surrogates to maximize the learning rate (state, action) maps for dynamic programming. The surrogates yield a statistical representation of the value function that is then optimized to find the best feedback strategy. The project is systematically exploring the best approaches to do so in a variety of settings, using different simulation, metamodeling, and optimization techniques to enhance knowledge discovery.

MELTON, MALLORY, Co- Principal Investigator (Doctoral Student)

VANDWARKER, AMBER, Principal Investigator (Faculty Advisor)

Doctoral Dissertation Research: Social Inequality and Political Economy in the Formative Southern Maya Region, Guatemala - 900 BCE-100 CE): A

Paleoethnobotanical Study

National Science Foundation

UCSB 20200367

12/01/19 – 06/30/21

\$25,158

This project addresses issues of social differentiation and political economy among Middle Formative (900-400 BCE) and Late Formative (400 BCE-100 CE) inhabitants of the Southern Maya Region using macrobotanical remains, starch grains/phytoliths, and Bayesian analysis of new radiocarbon dates. Investigations of daily food activities will focus on two sites: La Blanca (900-500 BCE), one of the earliest urban centers in Mesoamerica, and El Ujuxte (500 BCE-100 CE), a nearby state center. They provide a rare opportunity to use food to diachronically evaluate inter-household social differences amid increasing population aggregation and state formation.

METZGER, MIRIAM, Principal Investigator

Convergence Accelerator Phase I (RAISE): Credible Open Knowledge Network

University of Texas - Arlington

2019GC4663 / UCSB 20191522

09/01/19 – 05/31/21

\$28,001

The goal of this project is thus to create the capability and resources for a credible open knowledge network—public, interlinked, community-driven knowledge graphs with accurate information that ensure the quality of knowledge-rich applications and aid in debunking misinformation. Toward this goal, the team will conduct use-inspired, convergence research on 1) data modeling, erroneous data detection and correction, and incentive mechanisms for ensuring the credibility of knowledge graphs; 2) approaches for bootstrapping and continuously growing the credible open knowledge network; 3) methods for exploiting the credible open knowledge network in vetting factual claims in news, healthcare, and cybersecurity; and 4) techniques for ensuring the usability and cognitive or semantic interpretability of the algorithmic tools while avoiding ethical pitfalls. A focus of this project will be on building and sustaining capacity, which includes not only advanced research on the aforementioned topics but also the construction of datasets, development of open-source tools for real-world usage, and cultivation of a community of users, developers, researchers, partners, and other stakeholders.

MILDENBERGER, MATTO, Principal Investigator

Communicating sea-level rise risks to US publics in high-risk FEMA flood zones
 U.S. Army Corps of Engineers
 W912HZ18C0031/UCSB20181410 09/28/18 – 12/31/20 \$45,415

This project explores how coastal residents in four communities across the United States understand the risks posed by sea-level rise. We test different risk communication strategies, and invite respondents with different risk exposure to participate in our mail-based surveys.

MILDENBERGER, MATTO, Principal Investigator

Surveying climate-vulnerable populations in the global South using Facebook
 Yale University
 GR111892/ UCSB 20210697 01/01/21 – 06/30/21 \$14,399

There are 50 or subnational units globally, and about 20 countries, where a cross-national survey on climate change has never been done. Remarkably, this set of countries and regions that have never been surveyed are also the places in the world that are most vulnerable to climate change impacts! For instance, nearly all the missing countries are small-island states in the Pacific and Indian Oceans. In fact, no Pacific small island state has ever been systematically surveyed about climate change. In addition, nearly all the missing subnational units are either Arctic regions or desert regions in Saharan Africa and central Asia. This includes Arctic regions in such countries as Canada – remarkably, even residents of the Canadian territories have never been systematically queried about climate impacts.

MILDENBERGER, MATTO, Principal Investigator

How Inequality in Communication to Congress perpetuates Political Inequality:
Evidence from Administrative Data on Contact with Congressional Offices

UC Berkeley

00010726/ UCSB 20210217

01/01/21 –12/31/22

\$40,680

Research warns that the federal government often privileges the preferences of the affluent and businesses, exacerbating inequality. Research also suggests that biases in who contacts politicians may contribute to these biases in representation. Yet, there is little data on who actually contacts politicians, on what issues, and in what direction, leaving this potentially important explanation poorly understood. The investigators' project offers a unique opportunity to open this black box with administrative data representing nearly all communication to a number of Congressional offices in the U.S. House of Representatives. This data will allow the investigators to contribute to theoretical debates over unequal representation by examining the ways that biases in who politicians hear from shape politicians' perceptions of their constituents and, therefore, their behavior in office. Congressional offices have also responded with enthusiasm about how this project could help them better represent their constituents.

MILDENBERGER, MATTO, Principal Investigator

MAHDAVI, PAASHA, Co-Principal Investigator

STOKES, LEAH, Co-Principal Investigator

The Comparative Politics of Climate Change Policy - 2016 Balzan Prize for International Relations: Theory and History

Princeton University

SUB0000485/ UCSB 20210904

01/01/21 – 06/30/22

\$43,877

There are only 50 or subnational units globally, and about 20 countries, where a cross-national survey on climate change has never been done. Remarkably, this set of countries and regions that have never been surveyed are also the places in the world that are most vulnerable to climate change impacts! For instance, nearly all the missing countries are small-island states in the Pacific and Indian Oceans. In fact, no Pacific small island state has ever been systematically surveyed about climate change. In addition, nearly all the missing subnational units are either Arctic regions (in Canada and Russia) or desert regions in Saharan Africa and central Asia. In part, this empirical gap is a function of the difficulties associated with surveying remote or small communities around the world. But the result is the same: we lack data on climate beliefs among the communities who are at the frontlines of the climate threat.

This project proposes a solution using Facebook ads to quota sample populations around the world. These efforts are comparatively cheap, relative to commercial survey vendors, at a level of about \$0.10 to \$0.50 per completed response. With appropriate weighting and sampling processes, we can recover approximately representative results.

This creates an opportunity to do the first survey of climate change beliefs in vulnerable parts of the globe. How do individuals in these communities perceive climate change? How have their community leaders responded to climate change? How does past or potential exposure affect attitudes towards climate policy? What is the effect of acute exposure to climate change on civic engagement and trust in political institutions and leaders? We lack answers to these basic questions for precisely those individuals from whom we potentially have the most to learn about climate attitudes.

NARANG, NEIL, Principal Investigator

New Nuclear Security Course Grant

The Stanton Foundation

SB180132/UCSB 20180940

05/01/18 – 06/30/21

\$45,000

To develop a new political science course that addresses contemporary issues of nuclear security.

NARANG, NEIL, Principal Investigator

Complex Linkages, Ambivalent Ties: Global Security and Economic Interdependence in the 21st Century

UC San Diego

000704375/ UCSB 2020322

06/01/21 – 05/31/22

\$70,629

When does the presence of mutually contingent benefits make states less warlike and when do such ties lead to competition and conflict? How does economic interdependence influence winners and losers in world affairs? In the four decades since Keohane and Nye published *Power and Interdependence* (1977), a sprawling literature on trade and conflict emerged, representing nearly 10% of articles in international relations. Regrettably, research has not been able to establish an overarching relationship between globalization and conflict. While most experts agree that trade reduces conflict, available evidence is contingent, contradictory and theoretically fragmented. But national security is also broader than simply whether or not the United States and other countries engage in militarized conflict. As a result, this project seeks to identify the relationship between interdependence and other national security outcomes as well. In particular, this project seeks to understand how quantitative and qualitative variation in interdependence influences alliance commitments. The US maintains a broad portfolio of alliance commitments. More generally, according to the most authoritative data on alliance commitments, the Alliance Treaty Obligations and Provisions (ATOP) dataset, states in the international system have exchanged roughly 650 formal alliance commitments in the last two centuries alone. To date, neither scholars nor policy makers have a definitive understanding of how states' aggregate level of interdependence or their dyadic levels of interdependence might explain puzzling patterns in alliance formation. Another element of the relationship between interdependence and alliance politics that is critical to explore is the impact of interdependence on the credibility of alliances, and thus their

effectiveness.

NARANG, NEIL, Principal Investigator

Economic interdependence and National Security in the 21st Century

UC San Diego

000703708./ UCSB 20200610

08/15/20 - 08/14/21

Professor Narang will pursue the following work activities funded by the proposed project. Professor Narang will aim to complete at least two research papers in collaboration with the other Co-PIs designed to outline the impact of interdependence on international security outcomes. Research will first seek to develop a theoretical framework to explain the mechanisms through which interdependence influences the interests of states to derive testable hypotheses, and then collect and analyze data to understand the impact, particularly in the cases of Russia and China.. Collaboration will primarily be achieved through frequent meetings among the co-PIs, including at the Air Force Academy, and by developing and presenting co-authored papers at annual conferences in route to publication.

PARK, JOHN, Principal Investigator

Coming into an Awareness: Status and Illegality Among Children and Young Adults in American Law

Russell Sage Foundation

93-16-05/UCSB 20160512

04/01/16 – 09/30/21

\$34,258

The project examines how “unlawful status” is a recurring condition in American legal history, and toward that end, the project presents and analyzes materials collected about fugitive slave families, early Asian American immigrant families, and Native American young people in the 20th century, particularly those who’d been placed in boarding schools. The project attempts to link American legal history with important findings in the contemporary social sciences, particularly around undocumented people and young people who are out of status.

PETERSEN, ALEXANDER, Principal Investigator

Statistical Modeling of Multivariate Functional and Distributional Data

National Science Foundation

1811888/UCSB20180547

07/01/18 – 06/30/21

\$149,860

Both fMRI and EEG yield time-dependent signals at multiple brain locations, resulting in multivariate functional data. Quantifying connectivity patterns to define brain networks, for example in order to identify normal and pathological characteristics, is an important neuroscientific problem that can be addressed using multivariate functional data techniques. This project seeks to advance the use of functional graphical models to estimate underlying brain dependency networks, including improved computational efficiency compared to existing methods. These methods are equally applicable in other

domains that produce data of similar structure, such as longitudinal medical studies, where a common set of measurements is recorded repeatedly over time. Also considered in this proposal are methods for distributional data, which can be thought of as collections of curves or surfaces, each corresponding to a probability distribution. For example, neuroimaging data naturally provide such distributional samples, as levels of myelination or signal correlations within brain regions are high-dimensional data that can be effectively summarized at the subject level by a histogram or distribution. Given a sample of such distributional data, this project investigates statistical methods of interpretable dimension reduction and dependency of distributional response functions on relevant covariates through distributional regression. A key tool is the Wasserstein metric for distributions, which has been widely successful in applied settings, but has not been utilized to its full extent in statistics.

CHAVEZ-GARCIA, MIROSLAVA, Principal Investigator
WOODS, VANESSA, Co-Principal Investigator

The UCSB McNair Scholars Program
 U.S. Department of Education

P217A170097/UCSB 20171101 10/01/17 – 09/30/22 \$1,161,320

The primary goal of the UCSB McNair Scholars Program is to promote entrance into doctoral studies for first-generation, low-income undergraduates and/or students under-represented in graduate study. The program is open for students in all majors on the UCSB campus. Students in the McNair Scholars program have the opportunity to undertake two years of faculty mentored research and participate in seminars and workshops which prepare students for entrance to graduate school. In 2018-2019 (through Summer 2019), students in the program majored in the following areas: Anthropology, Art History Biology, Biochemistry, Black Studies, Chemistry, Chicana and Chicano Studies, Communication, Earth Science, Economics, English, Environmental Science, Geography, Global Studies, History, Linguistics, Mathematics, Music, Physics, Political Science, Psychology, Religious Studies, Sociology, and Spanish.

SANCHEZ, DIANA, Principal Investigator

The Children of Solaga: Ritual, Identity, and Transnationalism Among the Children of Indigenous Mexican Immigrants

Ford Foundation
 UCSB 20211362

06/01/21 – 05/31/22 \$50,000

Through ethnographic research with Indigenous Latinx students in identity-based student organizations, this project examines place-making and community-building among Indigenous Latinx college students. The research team will conduct research with the Collective of Pueblos Originarios in Diaspora (CPOD), an Indigenous Latinx student organization at the University of California, Santa Barbara, to examine how and why Indigenous Latinx students seek community with members of other Indigenous

Latinx diasporas. Studying the experiences of Indigenous Latinx is central to understanding how displaced peoples organize within and outside of the millennial practices that have anchored and incorporated Indigenous peoples to indigenous communities. We hypothesize that Indigenous Latinx college students seek out or create community because the spaces that exist on campus, including student organizations, cultural centers, and academic departments, are not representative of their existing realities. Our focus on the Indigenous Latinx college experience is important because these individuals are likely living away from their parents' homes and diasporic Indigenous communities for the first time; we hypothesize that this may motivate students to search for or build Indigenous Latinx spaces. The questions framing this research are: How do Indigenous Latinx organize on college campuses around their multiple identities (i.e. ethnoracial, community, national, and legal)? What kinds of opportunities and challenges do Indigenous Latinx college students encounter at Hispanic-Serving Institutions and how can HSIs meet the unique needs of Indigenous Latinx? How does engaging in student activism and organizing influence the identity formation and feelings of belonging of Indigenous Latinx college students?

SIMS, NATHANIEL, Principal Investigator

GENETTI, CAROL, Co-Principal Investigator

Documentation of Yonghe Qiang Language and Culture

University of London – SOAS

IGS0333/UCSB20180826

08/01/18 – 07/31/20

\$19,790

This past year, I have undertaken the requirements for the IGS Grant #0333. This has included making audio and video recordings of people speaking the endangered Yonghe Qiang language. Currently, 24 of the 30 hours have been collected. Of the 15 hours to be transcribed, approximately 8 hours have been transcribed in the International Phonetic Alphabet, glossed, and translated into both English and Chinese. These materials are progressively being made available through archiving in the Endangered Languages Archive. The uploaded materials and accompanying metadata can be found at the following link: <https://elar.soas.ac.uk/Collection/MPI1204141>

This project has been set back slightly by visa issues for conducting research in China as well as by some health issues suffered by the PI while in the field. However the project is still set to finish on schedule.

SMITH, MELISSA, Principal Investigator

Discovery Seminar Winter 2020

UC Office of the President

UCSB EVC Support

07/01/20 – 06/30/21

\$15,387

Our UCSB Health Equity Initiatives (HEI) team has continued to collaborate with the Latinx and Indigenous Migrant COVID-19 Response Task Force (Task Force) which

grew out of collaboration with the Santa Barbara County Public Health Department (SBCPHD) and other community-based organizations who participated in the Discovery Seminar that I co-teach on Community-Based Participatory Research on health disparities. I have continued to supervise the research of graduate and undergraduate student teams who have supported the Task Force through a collaboration with the UCSB Center for Publicly Engaged Scholarship (CPES). This effort has been linked to cross-sectoral collaboration among 130 organizations in Santa Barbara County who have been engaged in coordinated pandemic response efforts which have informed policy changes and programs focused on health equity. This year's HEI efforts expanded to include collaboration with the Santa Maria-Lompoc NAACP in a project focused on understanding the impact of the COVID-19 pandemic on historically marginalized communities in Santa Barbara County. programs focused on health equity.

STOKES, LEAH, Principal Investigator

A Matter of Degrees: A Podcast About the Climate Crisis (AMOD)

New York University

RA627-01

06/01/2020 - 03/31/21

\$45,000

A narrative podcast on the levers of change The climate podcast space is exploding. However, most shows are interview-based and cover similar editorial territory. They likely reach people who are already quite informed about climate and energy issues, rather than people who are newly concerned about the problem. We will cover new ground with this podcast. Through deep research, reporting, and narrative-based storytelling, A Matter of Degrees will detail the levers of economic and political power — and how to change them. We will also focus on the highest-quality production, setting our show apart from the field. Our team will tell the big stories that explain where activists, policymakers, and business leaders are moving on climate change. Each episode will focus on lessons from a current or historical event through the eyes of the people at the front lines.

STOKES, LEAH, Principal Investigator

The Electoral Ramifications of Environmental Policy

Norwegian Research Centre AS (NORCE)

302869

03/01/20- 03/01/24

\$135,500

The project involves examining the electoral ramifications of environmental policy related to wind power development and votership in British Columbia.

STOKES, LEAH, Principal Investigator

Carbon Pricing Workshop -"Carbon Pricing and Innovation in a World of Political Constraints"

New York University

RA702-02

02/01/20 - 12/31/20

\$11,400

This workshop brings together top scholars and policy advocates to revisit the promise and limitations of carbon pricing. It will identify a critical research agenda on the political

economy of carbon pricing and the role of innovation in a politically-constrained context. It will nurture relationships between social actors, policymakers, and academics to answer these research questions. The workshop's operating assumptions are twofold. First, we will pay careful attention to how distributional politics shape which policies are politically feasible and durable over time. Moreover, we will combine these insights with lessons from environmental and innovation economics to develop policy choices that are simultaneously politically feasible, environmentally effective, and as economically efficient as possible.

STOKES, LEAH, Principal Investigator

Electric Utilities Knew: Tracing American Utilities; Climate Denial Campaigns

Rockefeller Family Fund

SB200165

01/01/20 - 12/31/20

\$20,000

Electric utilities in America have long pursued efforts to undermine climate science. A trove of documents spanning the past five decades has revealed that, similar to the oil industry, American electric utilities were aware of the dangers of climate change and the relationship between fossil fuel power generation and greenhouse gas emissions in the early 1960s. Rather than accept the science, utilities undertook efforts to sow doubt in the minds of Americans regarding climate science. While there has been some limited media reporting on the role of American electric utilities in polarizing the issue of climate change in the United States, the evidence remains convoluted and presented in lengthy documents.

STOKES, LEAH, Principal Investigator

Building a Dataset of Wind Energy Projects in Canada and the United States to Examine Factors that Predict Social Acceptance of Wind Energy

University of Ottawa

SB190226

04/01/19-03/31/20

\$23,756

Addressing climate change requires societies to transition towards low-carbon sources, including renewable energy in their energy systems broadly and their electricity grids specifically. In Canada and the United States, the electricity system is undergoing a rapid shift away from conventional technologies, most notably coal fired power plants, towards renewable energy resources. By far the biggest growth area is wind energy, which, as of August 2018, supplied 6% of Canada's electricity demand, and 8% of the United States' in 2016. Building wind turbines provides public goods, reducing both local air pollution and global climate change. Unfortunately, this technology has proven politically controversial, with social movements arising to protest wind energy projects across North America, with very prominent resistance in Ontario, Canada (Fast et al. 2016; Stokes 2013, 2016)—the province that leads the country in wind energy. While substantive amounts of research papers have examined specific cases (Hill and Knott 2010; Warren et al. 2005), there is no systematic study of larger numbers of wind projects that would aid in understanding how prevalent local resistance is and what factors predict its occurrence. This project will build on research on social acceptance of

renewable energy technologies to understand how we can increase support for wind energy across North America (Breukers and Wolsink 2007; Toke, Breukers, and Wolsink 2008).

TETTEGAH, SHARON, Principal Investigator

Coordinating Curricula and User Preferences to Maximize the Participation of Women and Students of Color in Engineering

National Science Foundation

1826632/UCSB20181603

10/01/18 – 09/30/20

\$300,000

The focus of this project is to broaden participation of women and minorities in engineering programs. The characteristics of engineering curricula that effectively attract and retain underrepresented groups are not currently well understood. Computational analysis and visualization will allow us to investigate user preferences for these characteristics. This research will also help us understand preferences of students within engineering programs and beyond. The typology and recommendations generated from this research will provide guidance to instructors, researchers, and curriculum developers on designing a more inclusive engineering curriculum.

TYBURCZY, JENNIFER, Principal Investigator

Sex After NAFTA: Queer Flows and the Erotic Investments of Free Trade

American Council of Learned Societies

SB200224/ UCSB 20200335

07/02/20 - 06/30/21

\$50,000

“Sex after NAFTA” traces the influence of free trade policies and ideologies to uncover how sexual objects and values circulate and inform sexual economies in the Americas. Specifically, the project examines the intersection of sex, culture, and free trade, foregrounding four cases studies culled from seven years of conducting trilateral archival research, participant observation, in-depth interviews, community-based participatory research, and visual and performance analysis. Taking sexual cultural production as its entry point, “Sex after NAFTA” maps border convergences that link free trade, obscenity laws, sexual discourse, and their interventions to theorize what the study calls queer flows, or those dynamic, uncoded, and at the same time heavily disciplined networks of late capitalism’s indigestible objects. In promoting an understanding of sex as materially and structurally grounded, “Sex after NAFTA” troubles the divide between ideology and practice to reveal how decisions made in presidential boardrooms and challenged on the streets can shape our most intimate lives.

VANDERWARKER, AMBER, Principal Investigator

Collaborative Research: Agricultural Intensification in the Classic Gulf Lowlands, Veracruz

National Science Foundation

2050427/UCSB 20210257

04/01/21 – 03/31/25

\$59,735

One problem impeding our understanding of plant domestication and the transition to food production in the New World during the Early-Mid Holocene is the lack of well-preserved macrobotanical remains from well-dated stratigraphic contexts. Recent thinking about the use and appearance of domesticates during this period is derived from microbotanical remains (i.e. phytoliths, starch, pollen) without drawing comparisons with macroremains from contemporaneous contexts. The focus of attention has been on maize because of its importance for the development of complex society throughout pre-Columbian Mesoamerica. Generally missing are comprehensive discussions of the role of other domesticates (e.g., avocados), especially in relation to agroforestry systems that developed alongside field cultivation practices. This proposal requests funds to pursue metric analysis and dating of plant macrofossils from El Gigante rockshelter in southwestern Honduras. Analysis of El Gigante botanical remains provides an opportunity to examine two key issues regarding changing food economy in a well-provenienced assemblage: (1) the adoption, spread, and intensification of field cultigens within an evolving regional food economy; and, (2) extent of forest management and diachronic change in tree crop productivity.

VANDERWARKER, AMBER, Principal Investigator

Gulf Lowlands Agricultural Strategies

UC MEXUS

CN-20-148/ UCSB 2020941

01/01/21 – 06/31/22

\$12,515

The research explores the interrelationships among agricultural intensification, political authority, changes in the natural and social environments, and the trajectory of urbanism in the Classic Gulf Lowlands of Veracruz (Figure 1). Throughout the history of archaeological thought, researchers have invoked these variables to explain the rise and fall of civilizations, but with substantial disagreement over the degree and nature of control that elites or governments possess in the process. We take a collective action and resilience approach to understand why groups in the Classic (AD ~200-850) Gulf Lowlands converted thousands of hectares of wetlands into raised agricultural fields, and why such cooperation ceased around AD cal 800 along with the abandonment of the region's monumental centers. Massive webs of irrigation and drainage canals (Siemens 1998; Stoner 2017) likely extended the growing season, diversified the agricultural system, and created a new productive niche in swampy lands that would otherwise have been of little value. These food-production enhancements brought many public benefits, including the alleviation of the perceived risk of annual food shortfalls, feeding a growing population of non-food producers (leaders and specialists), and financing ritual feasts (e.g., Halstead and O'Shea [eds.] 1989; Jennings et al. 2005; Morehart and DeLucia 2015; Nichols 1987). Today we see the results of past collective action through remnants of raised/drainage fields (Figures 2-4), but we do not know the mechanisms of cooperation/coordination (Vanni 2014), what social and environmental pressures motivated those changes to the agricultural system, or why the whole system ultimately collapsed.

WALKER, BARBARA, Principal Investigator

ADVANCE PLAN IHE: Center for Research, Excellence and Diversity in Team Science (CREDITS)

National Science Foundation

1464064/UCSB 20150318

10/01/15 – 09/30/20

\$749,623

The Strengthening Team Science and Work-Life Satisfaction in the UC System funds The Center for Research, Excellence and Diversity in Team Science (CREDITS), an integrated research and training program to increase and enhance Team Science (TS) capacity, effectiveness, and excellence in California. Over the past two decades, TS-based research has become increasingly central in scientific discovery. Diversity on teams is known to have positive effects on creativity, innovation, and productivity. Apart from its contribution to scientific breakthroughs and grand challenge problems, TS has beneficial impacts on individual research careers. TS projects garner more funding, and yield greater publication productivity, and higher impact publications. Having a strong network of collaborators, mentors, and co-authors is critical to a more productive and successful academic career. However, women and URM scientists are less likely to participate in team science collaborations, and their participation in these networks develops later in their careers. This is linked to the critical time of family formation, negative perceptions of women and URM scientists, and decisions not to participate in TS because of awareness that credit for team work is more likely to accrue to White and male team members. CREDITS forges collaborative relationships and partnerships among Hispanic Serving Institutions (HSIs) in the University of California (UC) and California State University (CSU) systems. The program is targeted to women faculty from all ladder ranks and researchers (non-tenure-track positions), with a focus on underrepresented minorities (URMs).

WALKER, BARBARA, Principal Investigator

Opening New Doors to Accelerating Success (ONDAS)

U.S. Department of Education

P031S150021/UCSB20151248

10/01/15 – 09/30/21

\$2,624,366

“Opening New Doors to Accelerating Success” (ONDAS), focuses on improving retention and graduation rates through three interrelated components at UCSB. ONDAS strengthens the university’s ability to provide essential services for its students and ultimately improve student achievement. The components are a) a student services center that meets the needs of first year students; b) using institutional data and analytics to assess opportunities for educational programming; and c) a faculty professional development seminar to help faculty improve teaching through an understating of threshold concepts and multicultural competencies.

WALSH, CASEY, Principal Investigator

Cuyama Needs Assessment Census

Santa Barbara County Public Works
BC 18-197/UCSB 20171239 02/13/18 – 04/30/21 \$104,974

This project assesses the water needs of the population of the Cuyama Valley, as a preliminary step in supporting efforts to deliver inexpensive, high quality water to that population. It employs, principally, a survey instrument, as well as ethnographic research.

WEBER, RENE, Principal Investigator

Phase II - Moral Foundations of Movies: Examining the Virtuous Content and Financial Performance of Popular Films

John Templeton Foundation

61292/UCSB 20190272 06/01/19 – 03/02/22 \$234,219

The proposed project advances a previously funded JTF project (#60604) in which the research team successfully created a web-based, scalable platform called the Moral Narrative Analyzer (MoNA; <https://mnl.ucsb.edu/mona/>, Weber et al., 2018). The platform provides a validated, human-assisted computational analysis of virtuous content in movie narratives.

WEBER, RENE, Principal Investigator

Neurophysiology of Entertainment

SevenOne Media

SB070058/UCSB 20070341 11/01/06 – 12/31/21 \$21,730

The SevenOne Media Research Award was granted for supporting my general research activities, which will comprise several different research projects in the media research arena. Particularly, but not exclusively, I will use the award money to support my “Neurophysiology of Entertainment” research program. In this line of research I am conducting a series of studies that are designed to explain and predict why people enjoy specific entertaining media messages of various entertaining media genres.

WILSON, GREG, Principal Investigator

BROWN, KAITLIN, Co-Principal Investigator

Doctoral Dissertation Improvement Award: Local Response to International Change

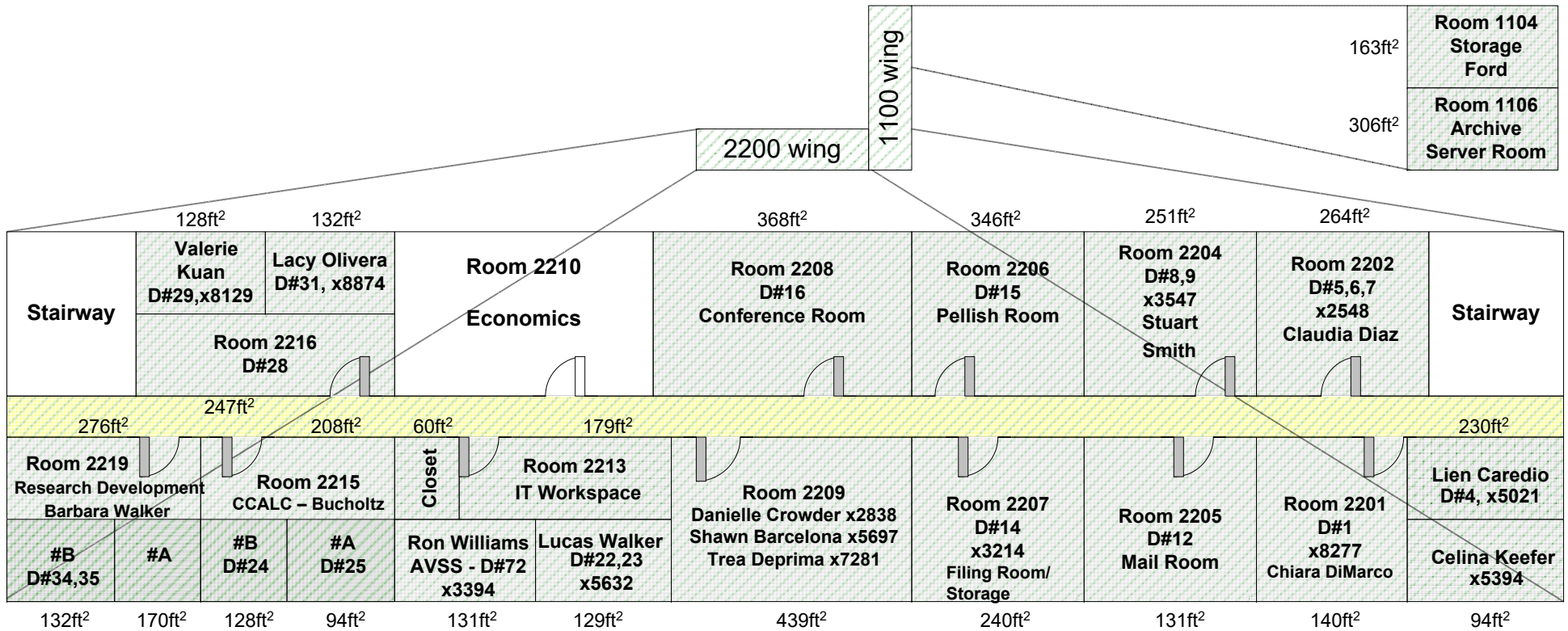
National Science Foundation

2003428 / UCSB 20200497 03/01/20 – 07/31/21 \$23,150

The archaeological research project assesses the ways Chumash peoples navigated significant shifts in colonial policies and relations from the Spanish to Mexican period at Mission La Purisima Concepcion. While the initial goal of the mission system was to convert local peoples into loyal Spanish subjects, new policies under the Mexican government helped free mission Indians from Franciscan rule and provided opportunities for them to become nuevas ciudadanos (new citizens). Yet, the effects of these social orders and the extent to which they helped mission laborers remains little

understood. In fact, the discontinuation of Spain's financial support to Alta California following the Mexican Revolution may have led to more control over Native peoples inside the mission in order to meet increasing labor demands. Archaeological data collected from distinct chronological/ stratigraphic contexts representing both the Spanish and Mexican periods at Mission La Purisima Concepcion will address one main question: how did the Chumash navigate the retreat of the Spanish frontier inside the Mission space? In order to investigate this issue, a comparison of archaeological assemblages representing labor practices, craft industries, foodways, and trade and exchange will be conducted from a single Chumash community to assess change and continuity over time. A three-phase data collection program will be used to test expectations about the relationships between material correlates and indigenous notions of identity, differential access to resources through time, change and continuity in indigenous practices, and the complexities of community during the Mission period.

ISBER North Hall 2200 & 1100 Wing



ISBER North Hall Space Allocation

