

Application for UCSC Diversity Funds

Department of Linguistics

OCT 27 2003

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Amount Requested

\$2,000 (to be supplemented by Department gift funds)

Purpose of Funds

Theoretical work within linguistics over the past 40 years or so has placed great emphasis on the role of the native speaker analyst—someone who has extensive formal training in theory and in techniques of grammatical analysis and who is also a native speaker of the language under investigation. Native speakers have access to kinds of information and to subtleties which are denied to even those linguists who have a strong second-language ability in the target language. This methodological emphasis has led to rich results in terms of theory and analysis, but there is built in to it a mechanism which favors already-favored communities and languages and which disfavors marginalized languages and communities. It is easy to assemble a group of researchers who have native ability in French, Hebrew, or Russian and who have relatively easy access to doctoral and post-doctoral training of the relevant kind. Native speakers of Tagalog, of Malagasy, or of Mayan are much less likely to make their way into the doctoral programs of first-tier research universities.

This exclusion has a number of bad consequences:

- It denies to marginalized communities and languages the advantages that come from having specialists trained in the analysis of their languages (in developing writing systems, producing reference grammars, designing literacy programs, guiding language maintenance and revitalization efforts and so on).
- It skews linguistic theory, in that general theories remain uninformed by the knowledge that would come from close analysis of the languages of marginalized or poor communities (which of course constitute the vast majority of languages spoken in the world today).

★ We propose to mount a small workshop for native speaker linguists who are in the earlier stages of work on understudied and under-represented languages (people at the dissertation-writing level or just beyond it).

We believe that running such a workshop will bring the following kinds of benefits:

- It will provide encouragement and mentoring to young researchers working in new areas at a delicate point in their professional development.
- It will provide an occasion for discussion of some of the methodological issues that make work on under-studied and under-represented languages especially difficult and of the mechanisms which make it difficult for speakers of such languages to complete their training.
- It will help the department identify, and form links with, promising young researchers who could be future colleagues. Further, the researchers so identified will be members of groups who are under-represented in academia in general and at UCSC in particular, since native speakers of under-studied and under-represented languages are almost by definition members of communities which are distant from the centers of economic and political power.

The department has two faculty members who are already engaged in efforts such as these. Judith Aissen has participated regularly in summer workshops in Chiapas, Mexico, which have as their goal to provide training for linguists who are native speakers of Mayan languages, and Sandra Chung has done such work with speakers of the languages of the Northern Mariana Islands (a US Commonwealth in the Pacific). The expertise, experience, and contacts that Aissen and Chung will bring to this project, we feel, will add considerably to its chances of success.

Detailed Budget

Our goal is to bring at least four researchers to campus for the proposed workshop and to accommodate them locally with faculty members. The principal costs then, will be travel and honoraria. We propose to offer each speaker an honorarium of \$200. The cost of travel will be met by the remaining \$1200, supplemented as needed by monies from the Department's Gift Funds.

Furthering Campus Goals

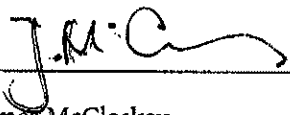
The design of the workshop, we believe, should effectively identify people who are at the same time promising researchers at the beginning of their careers and also members of groups who are traditionally under-represented in the university. Our goals are to learn from these individuals, to help them as we can along the path towards research success, to form links with them, and to thereby identify people who might fill future faculty positions. If this ambitious plan were to succeed, we would be adding to our ranks faculty colleagues with promising research trajectories who are members of groups who have been only marginally represented in academia to date.

The Department's Diversity Goals

Beyond the goals laid out in the previous section (which are also our goals), the department has a particular interest in adding to the range of linguistic expertise represented in its ranks and also to make available role models and mentors for graduate students and postdocs who wish to pursue this difficult path.

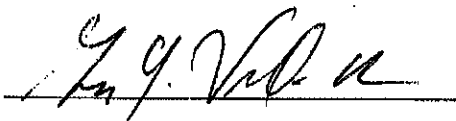
Evaluation of Effectiveness of the Funding

One month after the workshop takes place, we propose to survey the participants and also our own graduate students, to get their assessment of the extent to which the workshop achieved its stated goals.



James McCloskey
Professor and Chair, Department of Linguistics

October 23, 2006



Dean

**Application for UCSC Diversity Funds
2006-2007
L.S.KIM, Department of Film and Digital Media**

1) Department/Institute/Center(s):
Film and Digital Media

2) Amount requested: (\$2,000 maximum for single proposals; \$5,000 for collaborative, interdisciplinary proposals)
\$2000

3) Detailed budget of how the funds will be used:
Felicia Henderson, Ph.D. student in Critical Studies, UCLA, and screenwriter/producer of *Soulfood*, *Fresh Prince of Bel Air*, *Moesha*
Transportation: \$300 for mileage (Ms. Henderson prefers driving to air travel)
Hotel: \$260 (\$130 x 2 nights)
Honorarium: \$250
Lunch: \$25
Dinner together with Dr. Cole, students, and perhaps one or more interested faculty members \$200
Subtotal: \$1035

Dr. Kelly Cole, Visiting Instructor in American Studies, Middlebury College, Vermont
Airfare: \$475
Airport Transportation: \$80
Hotel: \$260 (\$130 x 2 nights)
Honorarium: \$200
Lunch: \$25
Subtotal: \$1040
TOTAL BUDGET: \$2075

TOTAL AMOUNT REQUESTED FROM UCSC DIVERSITY FUNDS: \$2000.00

4) Purpose of funds:

The goal of organizing a program to invite a guest to Santa Cruz from Hollywood, is to provide an industry professional a venue to present her career and educational path to UC Santa Cruz students, and more specifically, to speak practically and frankly about issues of diversity in television production. Ms. Felicia Henderson holds the unique position of being an accomplished, working writer and producer of television who, simultaneously, is pursuing a Ph.D. degree in UCLA's Department of Film, Television, and Digital Media. Therefore, she is able to speak from the perspective of both a Hollywood insider as well as a critical student of the industry. (She has an M.B.A. as well as an M.F.A., and her doctoral research interests include the dynamics and

narrative implications in sitcom and drama "writers rooms" and the representation of women in front of and behind the camera.)

In inviting Dr. Kelly Cole as well, the goal is to enliven and expand the discussion about race and television to include Dr. Cole's area of expertise: race and network history with UPN and the WB as her case studies; *Moesha* is one of the programs included in her book research. Cole and Henderson's work are complementary, and having been present at a recent public forum where both were panelists, the harmony between their presentations was dynamic raising the level of discussion to deeply probing questions involving casting, marketing, and politics both governmental and interpersonal.

The visit of both Henderson and Cole to UC Santa Cruz would fulfill a dual-purpose: one, in bringing valuable information about -- and thus prompting a discussion of -- how decisions and projects are made with racially diverse casts and subject matter; and two, in highlighting and supporting the graduate work of an individual committed to linking education (her own and of others) to the social-economic-cultural work of television production (Henderson), and the continuing work of a recently-minted Ph.D. (Cole). Both are viable and exciting candidates for positions in the UC system.

5) Explain how the funds can further the campus goal of promoting excellence through diversity.

This visit is conceived of as taking two forms: a presentation to a large audience, for example, my Television History class which will be opened up to the campus for the event, and a smaller seminar workshop with (screen)writing students in particular for Henderson, and perhaps a business economics class for Cole. These gatherings will provide a unique opportunity for like-minded entertainment industry figure(s) and academics/students to converse, devise, and perhaps even collaborate on strategies for increasing racial diversity in television.

Furthermore, a key question will be put on the table as a way to link academia more directly to cultural production, and to prompt students with concrete ideas about potential professional pursuits, whether in academia or in the film and television industry. The question to consider and to be discussed is: How do academics and people working in the industry connect on the project of increasing/improving race on or in television? And perhaps more broadly, what are the goals of Film and Television Studies in regard to diversity and social change via media?

6) How does your proposal link to your department/division's affirmative action or diversity goals?

Our department seeks to provide an open and diverse curriculum covering theory and practice and addressing such areas as: gender and sexuality, racial discourse and ethnicity, national, international, and transnational cinemas, independent and

experimental forms, genre study, and histories of industries such as American film and American Television. Hosting guests such as Ms. Henderson and Dr. Cole will inform, benefit, and stimulate a wide range of students, including our Critical Studies students equally with our production students. Furthermore, by simple example, Henderson and Cole will impress those whom they meet as accomplished, determined, and vibrant women in both the field and business of film and television.

7) How will you evaluate the effectiveness of this funding?

From the point of recruitment, we can see whether either of these guests pursue candidacy in future job searches in the UC system, and at UCSC in particular. (In turn, they may suggest UCSC as a potential campus to their colleagues/network.) From the point of encouraging and advocating students to look towards graduate studies, we can gauge how many students begin to apply for graduate school in film and television; similarly, though perhaps more obliquely, my department is making an effort to launch a new system for tracking FDM alumnae who go on to work in the industry in various capacities (in creative positions, in business positions, as below-the-line workers, as performers). And finally, from the point of turning attention specifically to race and diversity in media culture, I hope to see an increase in the ability and interest of students to take up this concern in their papers and projects. I hope that the very concept of 'diversity' – which is housed in different fields: politics and discourse, diversity as moral issue, different worldviews of diversity – remains relevant in the minds of our students and actively engaged with across the campus.

Recommended by:

Dept Chair or Institute/Center Director

Date

Dean Date

Dear L.S.,

I have read your proposal and application for Diversity Funds, and I will be happy to add my recommendation to that of your chairperson. I hope that your application is successful.

With best wishes,

Edward Houghton, Dean

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OCT 2 2006

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Application for UCSC Diversity Funds
Submit to the Academic Senate Office, c/o Susanna Wrangell
(swrangell@ucsc.edu) or mail to 125 Kerr Hall
by December 16, 2006

Priority will be given to programs that improve the diversity of faculty recruitment pools, the PhD faculty "pipeline," or advance research on issues related to diversity. Please remember that under Proposition 209, funding cannot be targeted solely for underrepresented groups but that programs must be inclusive of all populations. Diversity funds may not be used to augment salary for any UCSC faculty and will not be awarded to cover advertising for current recruitments or to cover travel expenses for candidates. These expenses should be covered in your regular recruitment budget

1) Department(s):

Computer Engineering, in support of graduate student community throughout the Baskin School of Engineering

2) Amount requested: (\$2,000 maximum)

\$1,960

3) Detailed budget of how the funds will be used:

Please refer to the attached detail budget from eWomen.

4) Purpose of funds:

Support of eWomen (<http://ewomen.soe.ucsc.edu/>)

5) Explain how the funds can improve the diversity of faculty recruitment pools, the PhD faculty "pipeline," or advance research on issues related to diversity:

By engaging graduate students and faculty to discuss common issues and concerns. More information is attached in the eWomen memo dated 8/22/06.

6) How does your proposal link to your department/division's affirmative action or diversity goals?

Supporting this group may facilitate degree completion, provide graduate student role models for undergraduates, and be an effective means of engaging faculty candidates during recruitment periods.

7) How will you evaluate the effectiveness of this funding?

By the growing participation in the eWomen meetings, and participation of the SOE community in their events. As well as by the growth in connections between eWomen, SWE, and similar organizations on campus.

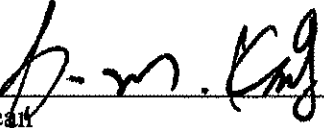
Recommended by:




Dept chair



Date



Dean



Date

Application for UCSC Diversity Funds
Submit to the Academic Senate Office, c/o Susanna Wrangell
(swrangell@ucsc.edu) or mail to 125 Kerr Hall
by October 27, 2006

Priority will be given to programs that improve the diversity of faculty recruitment pools, the PhD faculty "pipeline" or advance research on issues related to diversity. Please remember that under Proposition 209, funding cannot be targeted solely for underrepresented groups but that programs must be inclusive of all populations. Diversity funds may not be used to augment salary for any UCSC faculty and will not be awarded to cover advertising for current recruitments or to cover travel expenses for candidates. These expenses should be covered through your regular recruitment funding allocations.

1) Department/Institute/Center(s):

Division of Physical and Biological Sciences, (Eugene Switkes, Prof Chem, Assoc. Dean P&BS)

2) Amount requested: (\$2,000 maximum for single proposals; \$5,000 for collaborative, interdisciplinary proposals)

\$1970

3) Detailed budget of how the funds will be used:

\$1250: WWW programmer (PAII) 25 hrs @ \$50/hr

\$720: Luncheon symposium "UCSC STEM Programs for Diversity in the Sciences":
30 participants @ \$24 (University Center Estimate)

[STEM is acronym for Science, Technology, Engineering, and Mathematics]

4) Purpose of funds:

Three UCSC representatives (Nancy Cox-Konopelski, Director ACE Program, Russ Flegal, Prof. ETOX ; and Gene Switkes, Assoc. Dean P&BS) have recently attended a Howard Hughes Medical Institute sponsored symposium "On Diversity in the Sciences". In preparation for the symposium, we surveyed the existing programs at UCSC that address various aspects of the identification, recruitment, mentoring, and advancement of students, from underrepresented demographic groups, in the science, technology, engineering, and mathematics (STEM) disciplines. We find over twenty such programs exist at UCSC (see appendix), each doing outstanding work. However these groups currently have no central mechanism for mutual interaction and support. The office of the Dean of P&BS (and in cooperation with SOE) looks to provide an ongoing forum for interchange among these groups and a platform to make the work of the programs more visible to the campus and community. We request funding to initiate activities that will provide a forum for exchange among these groups. The funds budgeted for the luncheon symposium "UCSC STEM Programs for Diversity in the Sciences" will bring together directors from these 20+ programs and will be the kickoff for future regularly scheduled "directors' meetings". The funding for the WWW programmer will enable creation of a site, linked to the P&BS (and SOE) sites, that describe the work and resources of the STEM diversity programs.

- 5) Explain how the funds can further the campus goal of promoting excellence through diversity.

Funding is requested for kickoff/organizing meeting "UCSC STEM Programs for Diversity in the Sciences" to establish a forum (a program of regular meetings, much as the academic preceptors conduct) that will facilitate exchange of ideas, investigate avenues of cooperation, and allow sharing of information and issues of mutual concern among the directors of various programs promoting diversity in STEM education. The outcome would be to enhance the already strong activities of each of these programs. Creating an integrated WWW site, where on-campus and off-campus sources easily access information regarding the STEM programs for diversity in education at UCSC, will enhance both the participation in and the reputation of these programs.

- 6) How does your proposal link to your department/division's affirmative action or diversity goals?

A goal of the P&BS division (and SOE) is to increase the pipeline of students in the sciences from underrepresented demographic groups. This greater pool yields scientists who, as candidates for faculty positions, bring further diversity to the division. Additionally, faculty in the P&BS Division (and SOE) are enriched by participating in outreach and education programs involving underrepresented student groups. The two activities proposed in this application would facilitate opportunities for P&BS (and SOE) faculty to become involved in these activities. An example is that funding agencies (e.g. NSF) require P&BS (and SOE) faculty to consider the "broader impact" of their proposed research in grant applications. Having centralized information on the various programs and program contacts, that the PIs could consult, would enhance this aspect of extramural funding.

- 7) How will you evaluate the effectiveness of this funding?

Each of the individual STEM-education programs has elaborate criteria and methodology for evaluating its success. The effectiveness of projects proposed for CAD funding would be evaluated by first reviewing any new initiatives arising from efforts to promote interchange among the programs. Second we would inquire whether these projects have facilitated the science and engineering faculty's ability to effectively address the "broader impact" aspects of their extramural grant proposals/funding. At the funding level of the proposed projects, evaluation of effectiveness will, of necessity, be primarily anecdotal.

NOTE: The P&BS Division has already committed resources to this Divisional effort via travel funding for UCSC participants and staff resources for data collection required for institutional participation in the HHMI Diversity in Sciences Symposium; see:
<http://www.williams.edu/biology/hhmi/washington.php>

Recommended by:

Dept Chair or Institute/Center Director

Date

Dean

Date

APPENDIX: UCSC Programs which consider issues of Diversity in Science, Technology , Engineering, and Mathematics (STEM) Fields

Program	
ACCESS (Baccalaureate Bridge to the Biomedical Sciences Program)	
Academic Excellence Program (ACE)	
CAMP (California Alliance for Minority Participation)	<i>STUDENT CLUBS:</i>
Cal Teach	
CEMELA (Center for the Math Education of Latinos/as)	BSN (Black Science Network)
Center for Adaptive Optics (CfAO)	
COSMOS (Calif State Summer School for Math and Science)	CHE (Chicanos in Health Education)
DEEP (Developing Effective Engineering Pathways) Program	NSBE (National Society of Black Engineers)
Diversity Awards In Genomic Science (through CBSE)	Mathematics Diversity Alliance
Educational Partnership Center (EPC)	
EYH (Expanding Your Horizons)	
IMSD/MBRS/MARC	SHPE (Latino Engineers Determined to Succeed)
MentorNet	SWESLUGS (Society of Women Engineers)
Minority Health & Health Disparities International Research Training (MHIRT) Program	
Multicultural Engineering Program (MEP)	
SACNAS (Society for the Advancement of Chicanos and Native Americans in Science)	
SURF-IT (Summer Undergraduate Research Fellowship in Information Technology)	<i>Kathie Kenyon, 10/5/06</i>
UC LEADS (Univ of Calif Leadership Excellence through Advanced Degrees)	<i>Division of Physical and Biological Sciences</i>
MESA (Math, Engineering, Science Achievement Schools Program)/MSP	
Upward Bound Math and Science	