In June 2008 the UCSB campus welcomed the new TRIO/McNair Scholars Program team. McNair Director Professor Beth Schneider was joined by Assistant Director Monique Limón, Program Coordinator Lynn Becerra, and Graduate Student Mentors Francisco Fuentes and Emily Tumpson Molina. The McNair staff greeted 16 scholars who were eager to begin their summer research and learn about the graduate school process.

Over the past two quarters, Faculty Mentors assisted by the McNair staff, have guided scholars to explore new questions and research interests. Some of these research interests include: Black and Filipina/o relations, Mexican-origin musical styles, herpetology, youth gangs, aquatic ecology, and Black mental health. The scholars are doing incredible undergraduate research across the disciplinary spectrum.

The McNair seniors can be especially commended for their work and drive to enter graduate school. In addition to a full class load, these student leaders applied to a M.A. or Ph.D. program during the fall quarter. The program eagerly awaits word on the outcome of their applications.

The program will have 25 McNair Scholars by the beginning of Spring 2009. Six transfer students were recently admitted to the program (see their profiles on page 2). The Winter admissions cycle will bring many more students to the program for the 2009 Summer research experience. The McNair Scholars Program will serve as a vehicle to increase the number of first generation and underrepresented students in higher education who pursue doctoral degrees.

Many departments, faculty, staff and organizations have been a part of getting the UCSB McNair Scholars Program off the ground. The McNair team and scholars are very appreciative of their efforts.
A Doctor of Philosophy degree, abbreviated Ph.D., is the highest academic degree one can earn. Because earning a Ph.D. requires extended study and intense intellectual effort, only one percent of the population attains the degree. Even fewer first-generation, low-income, and underrepresented students hold a Ph.D.

Research-Oriented Career: There are three classifications for research universities. The "RU/VH" title is reserved for research institutions that are research intensive. RU/H and DRU institutes are research-oriented but provide faculty more time to interact and mentor undergraduate and graduate students.

Teaching-Oriented Career: Colleges, including community colleges, are always an option for those holding a Ph.D. degree.

Administrative Careers: A Ph.D. is the de facto "union card" for an academic position. Academic Deans, Deans of Students, and Chancellors are the most recognized academic positions that require a Ph.D. degree.

Featured Junior Scholar
Shardé Davis

Hi, My name is Shardé Davis and I am a third year Communication and Feminist Studies double major here at UC Santa Barbara.

Over the past two quarters, I have been working under my faculty mentor, Dr. Tamara Affi, on her current project studying Divorce in Collectivistic Cultures. For this particular study, we interviewed parents and adolescents in Latino families to see if the collectivistic values of the culture have any influence on the divorce process of a family. In conjunction with her project on divorce, I am studying divorce process among Black/African American families. We are interested in seeing if there are any similarities between these two communities, and also, how their experience with divorce coincides or goes against the experiences of families with a more individualistic model typically assumed in research studies.

Working with Dr. Affi has opened my eyes to the desperate need of a more inclusive perspective by incorporating people of color as primary sample populations, and most importantly, as the primary focus of research in this field.

Working under Dr. Affi has provided a more vivid direction for my current research and research endeavors for the future. I will continue to work on the project with the Latino families for next quarter.

I am in the early stages of researching divorce, divorce in Black families, and within the Black community as a whole for my literature review.

I am currently exploring my options in continuing this research project at one of several summer research programs I have applied and been admitted to.
**Darcy Alcantara**
Major: Psychology and Chicano/Chicana Studies  
Hometown: Los Angeles, CA  
Anticipated Graduation Date: June 2009  
Mentor: David Sherman  
Mentor Department: Psychology  
Research Interests: Latina/o students’ perceptions of acceptance

**Lizette Arévalo**
Major: Sociology and Chicano/Chicana Studies  
Hometown: Compton, CA  
Anticipated Graduation Date: June 2010  
Mentor: Denise Segura  
Mentor Department: Sociology  
Research Interests: Urban education, youth culture, and critical pedagogy

**Angelica Camacho**
Major: Black Studies and Chicana/Chicana Studies  
Hometown: Santa Paula, CA  
Anticipated Graduation Date: Winter 2010  
Mentors: Gaye Johnson and Clyde Woods  
Mentor Department: Black Studies  
Research Interests: Criminalized youth, school to prison pipeline, prison industrial complex

**Christopher Carlay**
Major: Asian American Studies and Sociology  
Hometown: Oakland, CA  
Anticipated Graduation Date: June 2009  
Mentor: Jon Cruz  
Mentor Department: Sociology  
Research Interests: Sociology of Hip Hop, Black & Filipina/o relations

**Lucia Diaz**
Major: Black Studies and Chicana/Chicana Studies  
Hometown: San Rafael, CA  
Anticipated Graduation Date: June 2009  
Mentors: Gaye Johnson and Clyde Woods  
Mentor Department: Black Studies  
Research Topic: Black-Brown relations

**Juan Sebastian Ferrada**
Major: Global Studies and Chicana/Chicana Studies  
Hometown: Whittier, CA  
Anticipated Graduation Date: June 2010  
Mentor: Ines Casillas  
Mentor Department: Chicana/Chicana Studies  
Research Interests: Immigration in the media

**Anita Juarez**
Major: Sociology and Chicana/Chicana Studies  
Hometown: East Los Angeles, CA  
Anticipated Graduation Date: June 2010  
Mentor: Tara Yosso  
Mentor Department: Chicana/Chicana Studies  
Research Interests: Chicana/Latina educational aspirations and experiences

**Brian Ponce**
Major: Sociology and Chicana/Chicana Studies  
Hometown: East Los Angeles/Montebello, CA  
Anticipated Graduation Date: June 2009  
Mentor: Victor RM  
Mentor Department: Sociology  
Research Interests: Youth and Self-Perception

**Lisette Arellano**
Major: Biology and Creative Studies  
Hometown: Cupertino, CA  
Anticipated Graduation Date: June 2010  
Mentor: Armand Kuris  
Mentor Department: The Department of Ecology, Evolution, and Marine Biology  
Research Interests: Parasitology, Malacology, Herpetology, and Aquatic Ecology

**Sondrina Bullitt**
Major: Sociology and Black Studies  
Hometown: Hawthorne, CA  
Anticipated Graduation Date: June 2010  
Mentor: Denise Segura  
Mentor Department: Sociology  
Research Interests: Black mental health

**Viviana Cantero**
Major: Sociology  
Hometown: Los Angeles, CA  
Anticipated Graduation Date: June 2009  
Mentor: Laura Romo  
Mentor Department: Education  
Research Interests: Access and Equity in Education

**Shardé Davis**
Major: Women's Studies and Communication  
Hometown: San Diego, CA  
Anticipated Graduation Date: June 2010  
Mentor: Tamara Afffi  
Mentor Department: Communication  
Research Interests: Women in the Black family

**Raquel Domingo**
Major: Molecular, Cellular, & Developmental Biology  
Hometown: Hayward, CA  
Anticipated Graduation Date: June 2010  
Mentor: Karen Szumlinski  
Mentor Department: Psychology  
Research Interests: Role of miGluRs-Homer protein interactions in brain and behavior

**Ricardo Garcia**
Major: Chicana/Chicana Studies and Studio Art  
Hometown: Porterville, CA  
Anticipated Graduation Date: June 2009  
Mentor: Ines Talamanetz  
Mentor Department: Chicana/Chicana Studies  
Research Interests: Native Americans and Higher Education

**Jose Lumbreras**
Major: Sociology  
Hometown: Compton, CA  
Anticipated Graduation Date: June 2010  
Mentor: Victor Rios  
Mentor Department: Sociology  
Research Interests: Youth of color

**India Williams**
Major: Black Studies  
Hometown: Bay Area, CA  
Anticipated Graduation Date: June 2009  
Mentor: Christopher McAuley  
Mentor Department: Black Studies  
Research Interests: Residential segregation in New Orleans, Louisiana
President Obama
speaks on the TRIO program

Prior to becoming the 44th president of the United States of America, President Barack Obama delivered a speech, “What’s Possible for Our Children,” at Mapleton Expeditionary School of the Arts in Thornton, Colorado. Below is an excerpt from the speech given by then Senator Obama on May 28, 2008 that highlights the importance of TRIO programs, including McNair, in addressing educational disparities on a national level.

“In this kind of economy, countries who out-educate us today will out-compete us tomorrow. Already, China is graduating eight times as many engineers as we are. By 12th grade, our children score lower on math and science tests than most other kids in the world. And we now have one of the highest high school dropout rates of any industrialized nation in the world. In fact, if the more than 16,000 Colorado students who dropped out of high school last year had only finished, the economy in this state would have seen an additional $4.1 billion in wages over these students’ lifetimes.

... There are too many children in America right now who are slipping away from us as we speak, who will not be accepted to college and won’t even graduate high school. They are overwhelmingly black, and Latino, and poor. And when they look around and see that no one has lifted a finger to fix their school since the 19th century, when they are pushed out the door at the sound of the last bell — some into a virtual war zone — is it any wonder they don’t think their education is important? Is it any wonder that they are dropping out in rates we’ve never seen before?

I know these children. I know their sense of hopelessness. I began my career over two decades ago as a community organizer on the streets of Chicago’s South Side. And I worked with parents and teachers and local leaders to fight for their future. We set up after-school programs, and we even protested outside government offices so that we could get those who had dropped out into alternative schools. And in time, we changed futures.

And so while I know hopelessness, I also know hope. I know that if we bring early education programs to these communities, if we stop waiting until high-school to address the drop-out rate and start in earlier grades — as my Success in the Middle Act will do — if we bring in new, qualified teachers, if we expand college outreach programs like GEAR UP and TRIO and fight to expand summer learning opportunities for minority and disadvantaged students — like I’ve done in the Senate — or if we double funding for after-school programs to serve a million more children, as I’ve proposed to do as president, if we do all this, we can make a difference in the lives of our children and the life of this country. I know we can. I’ve seen it happen. And so have you.

... This is the commitment we must make to our children. This is the chance they must have. And I will never forget that the only reason I’m standing here today is because I was given that same chance. And so was my wife.”

Program Details

The UCSB McNair Scholars Program is designed to encourage talented and eligible undergraduates who are first-generation and low-income students or who are from a group underrepresented at the doctoral level to pursue advanced academic studies.

The McNair Scholars Program is designed to provide research experience and training for those who are interested in obtaining a Ph.D. degree. UCSB sophomores and incoming transfer students who hold a GPA of 3.0 are qualified to apply. All of our scholars are either low-income and first-generation college students, or belong to an underrepresented ethnic group in higher education (African-American, Latino-American, Native American or Asian Pacific Islander).

Program Benefits

Every McNair Participant receives:

- An academic research internship and mentored faculty research experience.
- A summer research stipend of $2,800 and UCSB summer tuition.
- Opportunities to present research at academic and professional conferences.
- Course credit for seminars designed to prepare scholars to apply for graduate school and conduct academic research.
- GRE test-preparation and graduate school application waivers.
- Comprehensive undergraduate academic advising from staff, graduate mentors, and faculty.
- Publication of research in the UCSB McNair Scholars Journal.

For more information, visit us at mcnair.ucsb.edu