Profiles in Education

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Gevirtz Graduate School of Education

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On the cover: Scenes of students visiting UC Santa Barbara as part of a Maker Faire
It’s a mere 10 days on the job for Jeffrey Milem as the new dean of the Gevirtz School, but that doesn’t stop him from sitting down and answering questions for Profiles. He admits one of the qualities he’s appreciated in the deans that he’s worked with prior to coming to UC Santa Barbara (in positions at the University of Arizona, University of Maryland, College Park, and Peabody College at Vanderbilt University) is “the ability to listen and to observe and then to act based on what you hear and what you see.”

To start that process, Dean Milem has been meeting individually with every staff and faculty member of the school. “For me to be effective as dean, we have to generate a collective vision to guide our efforts,” he claims. “It’s not my vision, it’s a shared vision we generate and move collectively towards.” Such consensus-building connects with a part of a dean’s job he’s not sure everyone understands, for he says, “Coming into the job I underestimated how many diverse stakeholders a dean has to engage with each day. Just today I’ve had meetings with my assistant, the Assistant Dean, and our Development Director, held a phone conference with a former colleague at the Arizona Medical Education Research Initiative, now I’m talking with you, and this afternoon I meet with a community member.”

He hopes to emulate qualities he has most admired in leaders he has worked with, namely “integrity, directness, honesty.” He adds, “I never expect anyone to agree with me all the time, but it’s important we understand where we have commonalities and where we differ.”

It’s telling he answers the question, “What would success look like for you as dean five years from now?” by beginning, “There would be several things that would indicate we had been successful.” Milem went on to enumerate five things that would make his deanship successful five years in. “First, we would have increased the amount of money we have available to fund the fulltime study of graduate students. Second, we would have increased our levels of external funding to support our research. Third, we would have developed ways to study UCSB’s status as the only AAU [the elite research Association of American Universities] and HSI [Hispanic Serving Institution] university. Fourth, we would have diversified our faculty in terms of their experiences, backgrounds, and expertise areas.” He paused, and then added, “And fifth, I would still have a job. After all, if I’ve done all those things, then the fifth goal will take care of itself.”

New dean Jeffrey Milem leads a meeting.
While some retire after serving as dean and others return to teaching and research, Jane Close Conoley (Dean 2006-2014) instead was appointed the first female president of California State University, Long Beach. Despite her full schedule leading a school of 37,500 — a number that dwarfs the UCSB population of 22,000 students — Dr. Conoley still took some time to answer questions about her tenure at the Gevirtz School.

When asked to discuss what parts of a dean’s job the general public might not understand, she said, “Probably the fact that higher education leadership is about motivation and influence, not about command and control. We share governance in a way that most people outside of the academy don’t understand.”

Furthermore, in a world where State General Fund spending per student at both the UC and CSU remains near the lowest point in more than 30 years after adjusting for inflation, a dean is often a school’s chief fundraiser. “I also don’t think the external role of the dean is well appreciated at a public university,” Conoley added. “We are more and more dependent on private funds.”

But money woes are only one concern for an education school dean, for Conoley says, “U.S. public education at all levels has been under attack for decades by politicians and special interest groups. State legislatures can undermine quality efforts. School district leadership can be a plus or minus in providing needed clinical experiences for teacher candidates. The college does not control much of this. Educational research has been hampered by internal methodological and world views. That’s getting better, but bad research from so-called think tanks still misleads policy makers given the political agendas that motivate the evaluation efforts.”

Conoley worked hard in the local region to make sure school district leadership on one hand and businesses and foundation on the other could come together for the greater good. “I am proud of the increased community relationships we established while I was at the GGSE,” she asserts, pointing to work like the establishment of the Harding University Partnership School and a P-20 STEM Network.

For teamwork is the only way to move educational mountains, or build education buildings — the Gevirtz School got to move into its new home on Conoley’s watch. “The building was approved before I got to campus, but then was put on hold due to the recession and increased building costs,” she informs. “Then we got it moving again! It was hard and we had some nail-biting moments writing grants and working around value engineering decisions. In the end our donors and our university collaborated on developing a wonderful building.”
While a dean’s job is never easy, it’s a particular sort of hard for those who take it on for an interim basis. No one expects (or perhaps that’s wants) you to attempt major initiatives in a year or less. Still it’s striking to see what was accomplished by four faculty who stepped up to lead the Gevirtz School under various titles: Merith Cosden (Acting Dean 2014-15), Betsy Brenner (Interim Co-Dean 2015-16, but also Senior Associate Dean 2014-15), Michael Furlong (Interim Co-Dean 2015-16), and Gale Morrison, who in addition to serving as UC Santa Barbara’s Graduate Division Dean from 2005 to 2012, served as interim GGSE dean twice, from fall 2004 to fall 2005 and again from winter thorough summer 2013.

“You don’t get any orientation or training, you’re just thrown into it,” Brenner points out about the position. Even having served as Education Department Chair she discovered “deans have to make really hard decisions that haven’t been solved other ways. You get to decide policy conundrums. You have to improvise a lot.”

Working with Co-Interim Dean Furlong, she had a focus within the GGSE, “clarifying procedures, making timelines work better, making it easier for staff to get work done.” Furlong also stressed the deans’ duties in hiring faculty, asserting, “We were a little part of the process making sure we have topnotch faculty coming in, people with an enthusiasm for scholarship and grant writing.”

That internal focus extended throughout UCSB, for Cosden also stressed her work “meeting with other deans to work on ways to find an interface with other departments and schools and in particular to strengthen our STEM activities.”

Morrison, meanwhile, had the advantage that her first tenure coincided with the Executive Vice Chancellor’s request for a document responding to a periodic, formal external review completed in the previous year. “So, one of the proudest outcomes of that period of time was the creation of the Counseling, Clinical, and School Psychology Department proposal to campus,” she recalls. “The Department was approved after I left, but the initiation of the full process was a proud moment for the school.”

Indeed, it often seems being dean means being willing to prime bureaucracy and large organizations to act…eventually. To that end, all four interim deans agreed a general principal was to, as Cosden puts it, “Leave the school in as good a shape as possible for whoever the permanent dean would be.”

To that end, and having worked with new Dean Milm in his first few weeks, Furlong predicts, “I think the next five years look pretty peachy for the GGSE.”

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Improving the School as Interims

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Come with us to age not too long ago – 1997 to be exact – when the first standards for wireless local networking were just codified. In that time Jules Zimmer (Acting Dean 1993, Dean 1994-2004) was overseeing the planning of a brand new UCSB building to home the School of Education. “The only real pushback we had as we drew up the technology requirements was wireless,” he says, “which people thought was too spotty and not dependable. At that time it was hard to say if I was supportive of Bill [Doering, still the school’s Director of Technology] or if he was supportive of me.” In the end the building’s wireless was just one part of its tech savviness, for Zimmer claims, “We were at the front end of the campus for awhile with our capabilities.”

Alas, that new building wasn’t finished until after Zimmer’s tenure as dean, and had to survive three rounds of value-engineering, but Zimmer points out, “Marc Fisher [Vice Chancellor and Campus Architect] says this is one of the most user-friendly buildings on campus.”

Zimmer made sure of that. First, he picked up on something that made a simple, welcoming gesture. “I wanted a definite entrance,” he says, “most buildings on campus don’t have a definite entrance.” He also wanted more informal student space. “In Phelps [the School’s previous home], students used to sit on the floor waiting for classes,” he observes. “I made sure there were sitting areas.” Those are not only inside the building but also out – several landscaped seating spaces and a central mound to make for better viewing. The Dean’s Ambassador Circle raised funds to name these spaces the Jules and Laurie Zimmer Learning Garden.

In addition to his time as dean, Zimmer had a 34-year career at UCSB. He began in counseling psychology, but as his interests grew in the field of early childhood development he took a year off to study with famed psychologist Jean Piaget in Switzerland and returned to become program leader for Early Childhood Education. “My first group of students helped re-do the campus childcare center,” he recalls, “a transformation from one of the worst to one of the best.”

Looking back, he sums up his accomplishments as dean as follows, “One, the building. Two, being fiscally responsible. Three, some very good hiring. Four, being kind…most of the time.” He could have added five, being witty and six, being modest. For he concludes, “Over the years my interactions with students have nourished me and hopefully I have contributed to their lives. After these many years, many of my dearest friends are former students.”
“Growth was right on the horizon for UCSB,” recalls Rich Shavelson, fourth dean of the Education School (1987-1993). “It was a campus on the verge of busting out from what it was – a former dormitory for the military and a backwater teaching college.”

While the overall campus witnessed its own growing pains, including struggles with then Chancellor Barbara Uehling, the School of Education had its own issues for Shavelson to solve. “There were two divides,” he says. “One was the academic side of the school versus the professional side. While strongly supporting scholarship, I helped move teacher education to a central focus in the School. The second divide was between those who had research money and those who didn’t. The ones who did disproportionately ran things.” So it was during his tenure he set up a central research office. “By the time I left the school,” he claims, “we were extremely successful, bringing in lots of money across a wide range of faculty.”

Alas, that research money wasn’t enough to overcome the statewide cuts caused by the recession of the early 1990s. Shavelson regrets having to lay-off a number of staff and lecturers, and attempted to minimize impact on individuals while keeping the core academic mission intact. Such was not, as he recalls, the case campuswide, pointing out, “It was roughly a flat cut across campuses, so we didn’t get to focus where we should be investing or where we should be retrenching.” He also felt that the UC-wide solution, the Voluntary Early Retirement Incentive Program (VERIP), had unintended consequences. “The people who took early retirement were some of our top scholars and went to Harvard, Michigan or somewhere else to teach,” he says. “It wasn’t the people UC wanted to take VERIP who took VERIP.”

Fortunately money concerns did not stop the School from achieving many accomplishments. The School built on the diversity work it started under Dean Glasman, for as Shavelson says, “We wanted to work on not just the income gap but the diversity gap between Latinos/as and mainstream education. We worked on the school addressing such issues by making appointments and creating curricula.” The school also landed the university-wide Linguistic Minority Research Center, later Institute,” Shavelson recalls.

The overarching concern of his tenure, though, was that “pretty strong divide between the faculty researchers and the Teacher Ed Program,” he says. “I worked with director Dick Jamgochian, and then Jon Snyder, who I recruited, establishing that balance between research and practice on one hand and getting people to recognize and respect teacher education on the other.”

Indeed, Shavelson points out a similar split faced him when he moved on to Stanford as dean of its education school after leaving UC Santa Barbara. Some problems are omnipresent in ed, it seems.
Charles Bazerman was a Fulbright Specialist to University of Porto, Portugal. Also Portuguese translations of two of his volumes Retórica da ação letrada and Teoria da ação letrada were published by Parábola.


Andrés Consoli received the 2015 Interamerican Award by the Interamerican Society of Psychology.

Melissa Morgan Consoli was named co-chair of the Committee on International Relations in Psychology (CIRP).

Erika Felix was awarded a Hellman Family Faculty Fellowship for 2016-17 for the study “The Impact of media exposure to mass violence and terrorism on youth adjustment.”

Hunter Gehlbach received a Spencer Foundation Mid-Career Award.

Michael Gerber was named an emeritus faculty member. Gerber (as PI), and Michael Gottfried, and Diana Arya (as co-PIs) also organized “Advancing Individual Differences Research on STEM Learning Opportunities: A National Conference.”

Michael Gottfried, with Gilberto Corchas of UC Irvine, co-edited When School Policies Backfire: How Well-Intended Measures Can Harm Our Most Vulnerable Students (Harvard Education Press, 2016). He also was selected as part of the editorial board for the American Educational Research Journal and selected as a 2016 member of the Foundation for Child Development Young Scholars Program.

Judith Green was named an emeritus faculty member. She also received a 2015-16 Outstanding Graduate Mentor Award from UC Santa Barbara’s Academic Senate.

Hsiu-Zu Ho was an invited participant to the Japan-US Friendship Commission’s 40th anniversary event and the Okinawa Forum on higher education partnerships.

Tania Israel presented the TEDxUCLA Talk “Bisexuality and Beyond,” the video has been viewed by almost 19,000 people. She was also an invited participant at the first White House Bisexual Community Policy Briefing in September 2015.

Robert & Lynn Koegel received an award for 30 years of service in the field of autism research from the Association of Behavior Analysis at its 42nd annual convention in Chicago.

George Marcoulides delivered the keynote lecture at 2015 Annual Meeting of the Decision Sciences Institute.

Russell Rumberger was elected to membership in the National Academy of Education.

Steve Smith was appointed to the Board of Directors for Challenge Success, an initiative based out of Stanford’s Department of Education.

Ty Vernon was awarded a Hellman Family Faculty Fellowship for 2016-17 for the study “Using electroencephalogram (EEG) technology to examine visual and auditory processing in children with autism spectrum disorder.”

Heidi Zetzer was chosen as president-elect of the Association of Psychology Training Clinics (APTC).
Forty-four years as a faculty member. Supervising 73 doctoral students. It’s almost easy for Naftaly (Tuli) Glasman to downplay his seven and a half years as dean, from 1980-1987. But as the School’s third leader he had plenty to do, helping create a respected graduate program out of the decades the school was a teachers college.

Glasman admits he had to work hard to build on the start made by Deans Thomas and Boyan before him, saying, “It was tough to make tenure at the time, especially since most of the cases we presented had a lot of teaching experience and little research or outside grants.” New hires and building on strengths helped improve the academic side of the school. “The Counseling Psychology program, then still part of the Department of Education, was ranked fourth in the nation one year,” Glasman points out. Then he also got to hire core faculty to help build Special Education – Melvyn Semmel, Gale Morrison, Merith Cosden, and Michael Gerber.

These were also the peak years for the school’s Confluent Education program, now long gone, a major variant in the humanistic education genre with roots in Gestalt. Faculty such as Laurence Iannaccone, George Brown, and Stewart B. Shapiro established “a national and especially an international reputation,” Glasman recalls. “That cultural dimension in Norway and Sweden was parallel to the ideas in confluent education.”

But Glasman also asserts, “My greatest achievement was working out a system with the Corwin Family to create scholarships for minority students.” Bruce Corwin, whose family owns the Metropolitan Theatres chain, went to Wesleyan with Glasman, and their friendship endured beyond college. Such funding helped establish the school’s insistence on making education available for all – at every level.

For Glasman, an emigrant from Israel, diversity has always been a pressing issue. He sagely points out, “At the time I was education dean, I was probably one of few, if there were any, of the 550 or so education deans who had not gone through the American educational system. When the chancellor chose me I said, ‘I’m not sure I’m qualified,’ but my friends all said, ‘Tuli, you’re going to do it,’ so I took it on.” He attributes his successful term to interpersonal skills, his good sense about budgeting, and that “people were very supportive, especially staff.” Not surprisingly, he represented the graduate school in the UC Education Abroad Program. From that work he wrote a chapter in the important text Dimensions of International Higher Education (Westview, 1985).

And speaking of books, Glasman is currently working on his autobiography, so soon we will get his full story.
One of the great things about talking to our earliest deans is they make reference to people who are now the names of our campus's buildings. Norm Boyan, the school's second dean (1970-1980), says that Chancellor Cheadle and Associate Chancellor Buchanan convinced him to come to UCSB after he did a two-year stint in Washington at the U.S. Office of Education. He says, "It looked like a chance to take a school that had been principally a teachers educational institution into the University of California, with its orientation on research and scholarship, what I had been familiar with at Stanford."

Such a change was made easier, Boyan claims, "Thanks to a number of faculty positions Murray Thomas had stashed away. There were a whole bunch of FTE positions that hadn't been filled." One of those was making Naftaly Glasman's position tenure line; another was hiring Jules Zimmer – Boyan had thereby given the school two of its next three deans. He also hired Ray Hosford, who led the Counseling Psychology program. He says, "Being the dean was a continuation of institution building that was characteristic of my forty years in education."

To prove he helped guide the school to a research focus, Boyan sums up, "In 1981, just after I left the deanship, some researchers did a study on the number of papers presented at AERA, and we were rated as one of the top ten."

"I had no interest in becoming dean or an administrator, but Chancellor Cheadle asked," R. Murray Thomas, the graduate school of education's first dean (1964-1969), explains. "I had published widely while working in Indonesia on a Ford Foundation grant, so it looked as if I knew something about the school they wanted to be."

Thomas points out, "UCSB was moving from an undergraduate feeder school for Berkeley and UCLA into a general campus. Clark Kerr [the UC president] expected UCSB to be a research university. Thomas worked to shape such a school, but recalls it wasn't easy for "people weren't accustomed to publishing. I don't recall the exact numbers, but I think of eight assistant professors at the time, only one was promoted to tenure."

Publishing has never been a problem for Thomas, whose interests have ranged from international education to educational psychology. In fact, since retiring in 1991, he has written an additional 30 books, the last Roots of Haiti's Vodou-Christian Faith: African and Catholic Origins (Praeger) in 2014. "I wouldn't have chosen any place else to have spent most of my academic career," he says. "It was not only my wife's hometown, but also a very pleasurable experience."
Alumni Scott Thomas (Ph.D., ’94, Department of Education) celebrated a big move this summer, leaving his position as dean of the School of Educational Studies at Claremont Graduate University to become dean of the College of Education and Social Services at the University of Vermont. “I recall the great admiration I had for the academic work and knowledge of Tuli Glasman and Larry Linnaccone, in particular. Because I was studying leadership,” he remembers, “reading the most insightful articles about organizations and watching these great scholars, I’m sure that my time with them planted the seed for what would become my passion for leading academic organizations, even if I wasn’t conscious of it at that point.”

So while Thomas might not have had dean dreams that early in his career, he certainly was taking on leadership roles. “I was president of the graduate student body, so took part in meetings with the UCSB Foundation and the Regents,” he says. “It was a glimpse into the window of the machinery of the administration of the university.”

In particular Thomas saw Rich Shavelson (who was dean at the time) as a model. “As a grad student seeing this man who was dean of a graduate school of education and an internationally recognized scholar – it seemed to me that Rich was able to maintain a full program of vitally important (and extramurally funded) research, lead the Graduate School of Education, and serve our field in a key role as president of AERA.” He was certainly a model of an academic leader.

Thomas is also editor-in-chief of the venerable Journal of Higher Education, a position complementary to being dean in some ways. “Both positions are about the utility that is created by helping someone become a better scholar,” he points out. “It’s why I enjoy being dean and editor rather than president and publisher. It’s about working with others to shape environments where people can learn and thrive. I like helping other leaders emerge through these environments in ways that enable distinction in their research, scholarship, and creative activities. Through this we shape the broader field of education.”

He certainly felt that’s what happened during his time at UC Santa Barbara (his undergraduate degree in Sociology is also from UCSB). “Part of the beauty of UCSB is the degree and programs allowed me to work in an interdisciplinary way,” he says. “Education – it’s a field, not a discipline.” So while Noah Friedkin was his dissertation chair, he worked very closely with Russ Rumberger, and also had Prof. Dick Flacks from Sociology on his committee. Thomas recalls forming connections with a small cadre of students that also have gone on to great things since graduating, like Bob Ream at UC Riverside and the Spencer Foundation, and George Petersen, founding dean of Clemson’s School of Education.

Even Thomas’s first job after earning his doctorate had a UCSB connection, as he went to work with GGSE grad Ron Heck at the University of Hawaii, Manoa. “Ron was a remarkable teacher and mentor,” Thomas insists, “gifts that were made all the more powerful because we had this bond because of such a great graduate program.” Indeed the two still publish together to this day.
It’s clear from talking to UC Santa Barbara’s Registrar Leesa Beck – who just defended her dissertation this summer – that she is a sharp problem solver who tackles the seemingly mountainous task of being an administrator at a world-class university with a triumphant attitude. What makes her stand out is her enthusiasm to embrace the power of technology, rather than shy away from it.

As Registrar, Beck serves as an “all purpose administrator” for UCSB, uniting the student services side of campus with the academic side to support the university’s academic mission.

First hired as a Student Information Systems analyst, Beck jumped into a project that implemented an online degree audit system, which decreased the percentage of students who didn’t meet requirements during their graduating quarter from around 20% to 8%. Beck also helped overhaul the petitions process; what used to take around six weeks now takes two days.

Beck’s next project is implementing a holistic course management system that predicts course requirements and enrollment. “We just have to do better planning to accommodate the increase [in students],” Beck says. “The most exciting thing about the work that I do is looking at how we can use technology to make the student experience better.”

At GGSE, Beck pursued the Research Methods doctorate track in order to gain skills to analyze the breadth of data available. Beck explains, “My goal was to take the high-level research methods being used by top researchers that were being published in theory-based journals and bring that into the practice world.”

Beck’s doctoral research focused on how students interact on social media and how this communication affects factors like academic achievement and retention rate. “This really specific kind of work that I’m doing about how networking impacts college students is not being done right now,” she claims. “For me it’s really exciting, and it really dovetails well into the work we do in enrollment services.”

One aspect of her time at GGSE that has stuck with Beck is the supportive faculty. “They’re always really excited about partnering on projects and thinking about new ways we can use information that we already have,” she says. “It’s opened up all kinds of new doors for me.”

Beck cites the network of colleagues she has met during her doctorate as the most valuable resource from her time at GGSE. “I have so many people I feel like I can turn to,” Beck says. “There is a great power in the network that you get here, and that’s something that I feel like I will take with me for many years to come.”
Karen Nylund-Gibson evaluates teacher influence on students’ science self-perception

Karen Nylund-Gibson was awarded a subcontract from a larger grant proposal by Marsha Ing at UC Riverside, funded by the National Math and Science Institute Foundation. Ing and Nylund-Gibson’s work builds on research that suggests: 1) that factors such as students’ science self-perceptions can influence persistence in STEM fields, and 2) that teachers can influence not only student achievement, but also students’ self-perceptions. The hope of this work to better understand the relationship between teacher practices and student science self-perceptions for teachers, with the long-term goal of supporting students sustained interests in science.

Ty Vernon examines social tools and rules for transitions (START) for those with ASD

Dr. Ty Vernon, along with co-PI Robert Koegel, received funding from the Organization for Autism Research (OAR) for the project “Social Tools And Rules for Transitions (START): A young adult social intervention package.” START aims to evaluate the effectiveness of a multiple-component socialization package for individuals on the autism spectrum transitioning from high school life to college and/or vocational endeavors. It is anticipated that during this intervention participants will significantly improve their social motivation, knowledge, and skill use, as assessed through participant self-report, coded social skill use, subjective impression ratings, and real-world social data.
The Gevirtz Graduate School of Education expresses grateful appreciation to the following donors who provided meaningful support for our faculty, students, programs, and facilities during the last fiscal year. These generous contributions from alumni, friends, foundations, and corporations enable us to strengthen our scholarship and research, expand services to children and families, and be a national leader in developing the expertise to solve the pressing educational challenges of our time. Thank you!

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A Note from the Director of Development

Giving back – everybody is making a difference! In the last few years, the Gevirtz School has seen significant shifts in the types and amounts of philanthropic investments we are receiving. We’ve had a multi-million dollar gift to endow a named faculty chair and there are more discussions underway for large leadership gifts. Alumni loyalty gifts to our Alumni Fellowship Funds have accounted for about one third of the total number of gifts received in the last two years – that is huge considering the Alumni Fellowship Funds didn’t even exist a few years ago. Some donors are taking the next step, making stretch gifts, and starting named fellowships of their own – many of those fellowships are endowed in perpetuity. Over the last two years the Gevirtz School has started offering a dozen new named fellowships to our deserving students. And in the last year, we have seen a whole new breed of giving surface: social giving. In spring 2016 UCSB embarked on our first ever “Give Day,” a 24-hour online campaign to connect with our alumni, friends, and supporters in the social media worlds of Facebook, Twitter, Instagram, etc., and ask for their support. The old saying “meet people where they are at” was reinforced as timeless wisdom again. UCSB raised over $3.7 million during Give Day and connected with 1268 donors (many of whom are young alumni), and the Gevirtz School benefitted greatly. Support at every level of giving makes an impact and the Gevirtz School appreciates your generosity, loyalty, and school spirit.

Cynthia Brinkman, Jane Husson  the 2016 Brinkman Fellow, and Frederick Brinkman at the Teacher Education Program award celebration
Romo and Mireles-Rios lead forum on HSI status

The Gevirtz School hosted the forum “Strong Voices, Key Messages from Latino Undergrads: How UCSB Can Truly Become “Hispanic Serving”” on February 5. Laura Romo, Professor of Education and the Director of the Chicano Studies Institute, and Rebeca Mireles-Rios, Assistant Professor of Education, led this event, which was co-sponsored by the Chicano Studies Institute and the Associate Vice-Chancellor of Diversity, Equity, and Academic Policy.

In 2014-2015, UCSB reached the 25% Latino undergrad student enrollment threshold to become designated as a Hispanic Serving Institution (HSI), making it eligible to apply for federal funds to support the educational progress of its growing underrepresented minority (URM) student population. In response to Latino students’ desire to have input in the process, the Chicano Studies Institute convened a workshop to gather their thoughts on how UCSB can best serve their needs as well as those of other URM students. The forum was an opportunity for students to share perceptions of factors that positively impact their college experience as well as critical areas in need of improvement.