

**CELEBRATING  
TEN YEARS  
IN THE  
EDUCATION  
BUILDING**



Gevirtz Graduate School of Education

University of California, Santa Barbara

2021-2022

# LAUNCH

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The Magazine of the Gevirtz Graduate School of Education

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### The Magazine of the Gevirtz Graduate School of Education

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### Gevirtz Graduate School of Education

Dean	Jeffrey Milem
Associate Dean for Academics and Faculty Development	Danielle Harlow
Associate Dean for Research and Outreach	Jill Sharkey
Associate Dean and Faculty Equity Advisor	Richard Durán
Director of Communications	George Yatchisin
Assistant Dean of Development	John Hammond
Contributing Writer/Communications Assistant	Madeleine Almond
Graphic Design	Cecilia Martini-Muth

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Gevirtz School | University of California | Santa Barbara, CA 93106-9490  
(805) 893-5789 | [profiles@education.ucsb.edu](mailto:profiles@education.ucsb.edu) | [www.education.ucsb.edu](http://www.education.ucsb.edu)

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*On the cover: Last year we had hoped to celebrate our tenth anniversary in the new Education Building, but the pandemic had other plans. Nonetheless, we wanted to feature our building on the cover, hoping it can welcome us all back for 2021-22.*

## LETTER FROM JEFFREY MILEM, JULES ZIMMER DEAN'S CHAIR



Dean Milem addressing the June 2021 Advancement Ceremony at the Harding University Partnership School, soon to be the site of a community resource center.

Dear Members of the Gevirtz School Community,

I've been recently thinking of a quote from a fellow Ohioan, Toni Morrison: "I tell my students, 'When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. The Gevirtz School is committed to making sure we can empower somebody else. This is not just a grab-bag candy game.'"

That's all the more true as the pandemic leans hard into a second grim year, as politicians and televised talking heads turn something they don't understand—critical race theory—into a boogeyman just a year after what seemed to be a call to this country's racial awakening, and as a belief in the scientific method seems to come under question by anyone who can Google.

If there was ever a time that education and applied psychology were essential, it's right now. The Gevirtz School is committed to making sure we can empower somebody else.

I hope this 2021-22 issue of our annual magazine helps make that case. You'll be reading more from me, discussing the School's accomplishments during my first five years as dean, many of which are diversity driven. You will read about our work creating a community resource center at our partnership school on Santa Barbara's westside. And you will read about our Community Fellows Initiative—now beginning its third year—that allows us to grow a diverse, local education

workforce. There's a profile of alumnus John Romo, longtime leader in DEI and bilingual education. And a too-brief overview of a cohort of science education doctoral students, discovering and putting into practice the best ways to keep students engaged, questioning, and scientifically literate.

*Re:Launch* looks at three exciting areas of research that will yield practical, essential gains. Given the continued demonization of immigrants to the U.S., Carolyn Sattin-Bajaj's work examines the cost to all of us and ways to improve the situation in schools, at least. Rachel Lambert and Rebeca Mireles-Rios are addressing a small but needful community—Latinas with learning disabilities who too often get left behind when learning mathematics. And Ty Vernon and his team—realizing that cost and distance from an autism center often means people can't get the best care for their children—are developing an app to teach behavioral interventions at home. It should be a game-changer for parents with children on the autism spectrum.

In closing, there's only so much one magazine can capture, so we invite you to learn even more by following us on social media, and by visiting our website ([education.ucsb.edu](http://education.ucsb.edu)), which in the coming school year will be new and improved. After all, this is not just a grab-bag candy game.

Best wishes,  
Jeff Milem

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## A HALF DECADE AS DEAN

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**On the first day of his sixth year in the job, Dean Jeffrey Milem sat down with Launch to discuss his first five years at UC Santa Barbara and his role as the inaugural Jules Zimmer Dean's Chair.**

### Re-Energizing, Re-Uniting

One of Milem's first goals was to re-energize the Gevirtz School. He started as dean after a three-and-a-half-year period of uncertainty about leadership while the school was between permanent deans. "The interim people did a great job," Milem points out, "but their job was to keep the boat afloat and not necessarily to take on any new initiatives." Milem also hoped to bring the school together, noting he felt it was more three parts with very well-defined separate identities—the Department of Counseling Clinical, & School Psychology, the Department of Education, and the Teacher Education Program. "It's too small a community not to be a community," he insists. "We're a richer and more vibrant academic community when we work across the areas."

Crucial to both goals was the strategic planning process the school undertook in 2018-19. The school hadn't engaged in such coordinated work since 2007, so it was due to rethink its mission and how best to achieve it, especially as part of a minority-serving institution like UCSB.

Developing more concrete goals, though, was simply the most obvious benefit of a strategic plan. The 12 months in which faculty, staff, and students came together to chart a collective vision of the GGSE's future helped erase departmental boundaries in an attempt to define a common goal and good for all.

Milem is particularly excited for the strategic plan's call for a new undergraduate major that "spans the departments and program areas." The proposed major, still winding through the UCSB approval process (complicated by a year of COVID), will be



Dean Milem hosting one of the School's Fast & Curious lecture evenings at the Santa Barbara Public Library (pre-COVID).

built around four focus areas: Human Development; Diversity and Social Justice; Research, Evaluation, and Policy; and Fieldwork and Community Service.

Students graduating with this new B.A. could pursue careers in scholarship, teaching, therapy, social work, advocacy, policy planning, government, and community support for children and families.

### Campus and Community Connections

The dean has initiated numerous programs in order to make the school's commitment to publicly engaged scholarship—combining teaching, research, and outreach all in one—vividly clear to both the campus and local communities. "In my first year at UCSB, I heard more than once people refer to us as a boutique operation," he recalls. He stresses that education is not a discipline but an applied field, so the school employs different lenses to explore situations, leading to much depth and breadth of research. "We address the educational and social problems we see and expand knowledge in the field," he claims, adding, "and that first part is crucial."

Programs such as the Fast & Curious: ED Talks series allow Santa Barbara to hear of the impactful research and interventions the school undertakes, from K-12 mental health to the myth of new math, from giving voice to the undocumented to unlearning LGBT stigma. Meanwhile, the Dean's Lecture on Education, Diversity, and Democracy brings preeminent thought leaders, educators, and public figures to campus to engage in critical conversations that enhance our understanding and create collective action.



“To be a good dean, you have to be aware of trends that are coming up, always looking for windows of opportunity. And when those windows open up, you have to be ready to jump...and then hope you’re on the first story and not the fifty-first.”  
– Dean Milem

Not every Dean moment is glamorous—Here Dr. Milem is one of the volunteers for a work day at the GGSE’s Harding University Partnership School.

## New People, New Programs

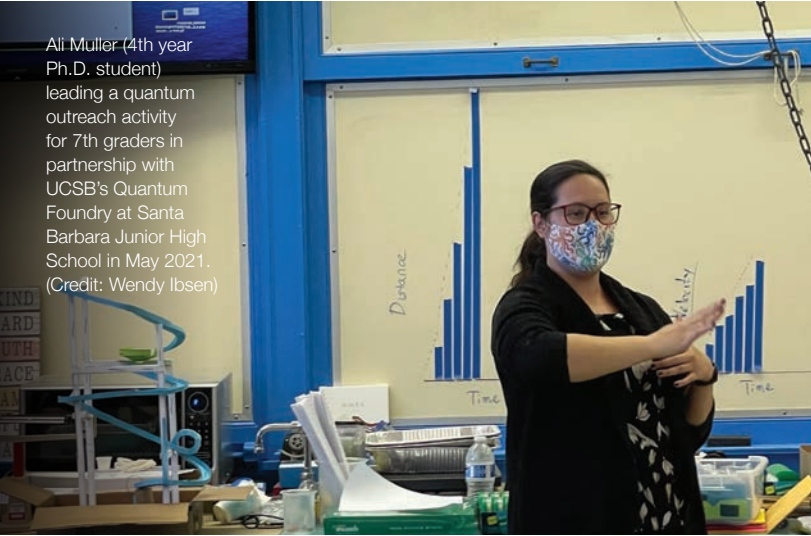
In the same vein, Milem has been sure to emphasize the school’s commitment to diversity, equity, inclusion, and justice. Under his guidance Gevirtz piloted UCSB’s first diversity statements for the faculty hiring process, and he and Associate Dean Richard Durán led training sessions for campus-wide faculty equity advisors.

Finally, he worked to reestablish relationships with local philanthropists, hoping to make clear the school was in it for the long haul. Working with assistant dean of development—and GGSE alumnus—John Hammond brought about the Community Fellows program, where local students get a full ride in our teacher education program and then get hired by our partner the Santa Barbara Unified School District (see pp. 6-7). And that work also led to that Zimmer Chair gift. Another part of that work centers around a renewed dedication to the Harding University Partnership School (HUPS), especially with the planning of the HUPS Community Resource Center (CRC)—see the full article on this important work in transforming not just an elementary school but an entire neighborhood on pp. 14-15.

“The most important thing you do as a dean, my dean at Arizona told me before I took this job, is who you hire,” Milem says. “After all, you’re spending a lot of the public’s money on someone, and what’s more, they will define your college for many years to come.” Milem has taken a keen interest in the hiring process of new faculty, more so than a dean often does, for that very reason. He’s particularly proud of the school’s recent hires, especially as they have helped advance the school’s mission of diversity, equity, inclusion, and justice, with the creation of the Healing Space, a specialty clinic that provides psychological services to Black-Identifying clients of all ages, as just one example.

## DOCTORAL STUDENTS THEORIZE ABOUT SCIENCE EDUCATION

Ali Muller (4th year Ph.D. student) leading a quantum outreach activity for 7th graders in partnership with UCSB's Quantum Foundry at Santa Barbara Junior High School in May 2021. (Credit: Wendy Ibsen)



**A former educator at Biosphere 2. The founding director of education at MOXI, Santa Barbara's Wolf Museum of Exploration + Innovation. A member of the committee that re-wrote the California Science Framework. A member of the first USA National Astronomy Education Coordinator team who was also part of the NASA Teacher in Space program. And then there's "just" years and years of science classroom experience, from the preschool to college level, focusing on topics ranging from lasers to robotics, from marine biology to geographic information systems and remote sensing.**

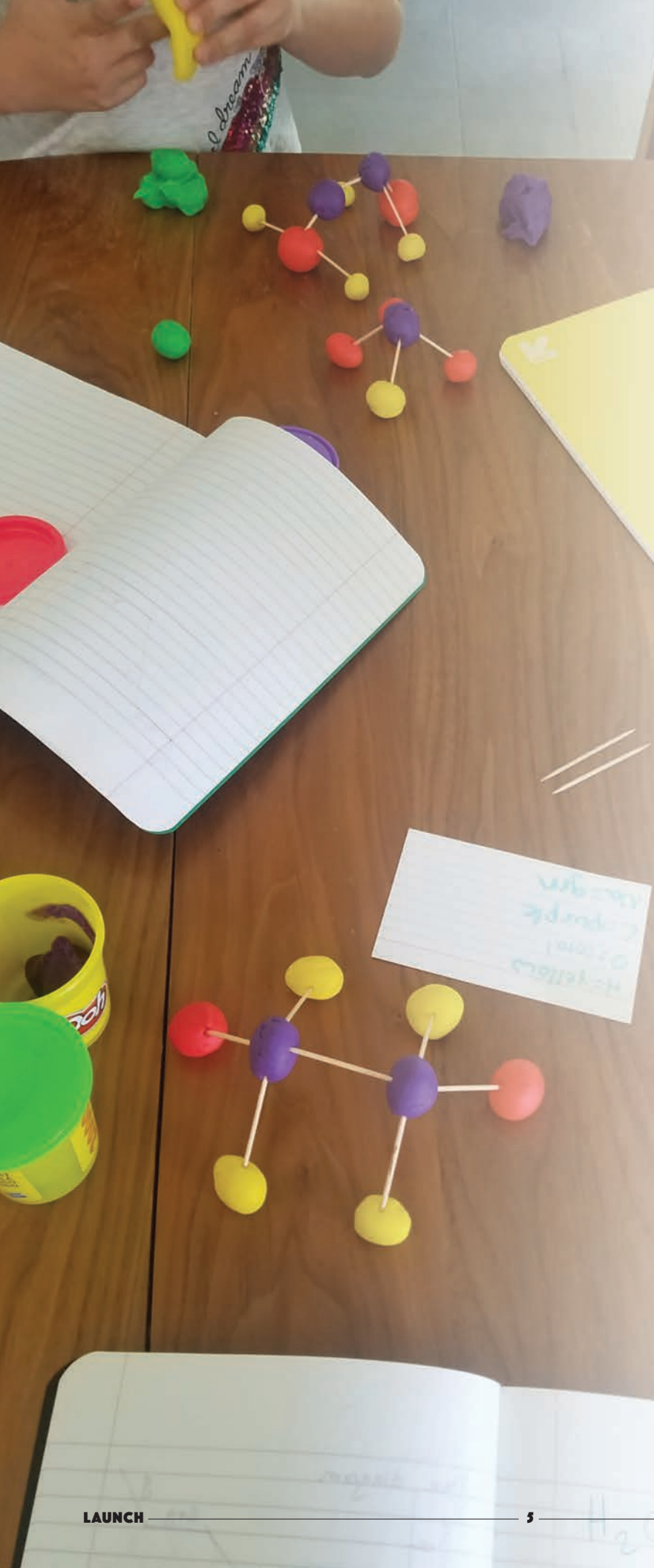
One of the reasons these talented doctoral students selected the Department of Education at GGSE is that they are encouraged to bridge areas of study without being limited to working with a single faculty advisor. That means a student like John Galisky, with his 25 years of teaching experience, can study the interaction of science education *and* literacy/ language development, especially at the elementary grades. "There has been a lot of work on how important language is for scientists and students to develop and communicate science ideas," Galisky asserts, "but fewer people have looked at how science activities provide opportunities to develop language."

It also leaves room for students who haven't been science teachers previously. Meghan Macias, while working as a Montessori preschool teacher, realized how naturally curious young children are and how much they enjoy science. "A lot of my preschool teacher colleagues felt intimidated by science and focused on other subjects instead," she recalls. "This is one of the reasons why I chose to come back and get a Ph.D. During my time at UCSB, I have worked with preschool teachers in SLO County to familiarize them with science and (hopefully) break down stereotypes that science is 'scary' or 'hard.' Rather, it can be a fun way to engage and learn about the world around us."

That science learning, of course, can happen in or out of the classroom, and informal science ed is a passion for many at the Gevirtz School. "Working with museums doesn't actually feel like work. I love to interact with people from all ages, backgrounds, and cultures," Ali Muller, a researcher on three NSF grants, claims. "Informal science education is free from the burdens of standards, test scores, and year-long curriculum development."

Not that this work isn't rigorous. Take Ron Skinner, the former education director at MOXI, who is also currently the principal investigator on two collaborative NSF grants and one sub-award with UCSB through an active research-practitioner partnership with Professor Danielle Harlow. "As much as I enjoy being a practitioner, my science background and interests keep driving me towards questions about how people learn science and the effectiveness of the interventions we have created," he says. "I am in the doctoral program to increase my skill set as a researcher."

All of the students praise the support and knowledge of the Gevirtz School faculty in this area, particularly Julie Bianchini, Danielle Harlow, Diana Arya, and Karin Lohwasser. As Galitsky put it, "No other university could offer the benefits of working with such eminent scholars in science education and the integration of science and language."



# “Science teachers are front line warriors.”

– Donald McNish

“I feel that science education is having a bit of a moment,” says Donald McNish, summing up the case for perhaps the whole cohort of students. “The pandemic has shown us the gulf that exists in our country when it comes to belief in science and the scientific method, while at the same time showing us the power that science has in helping us develop vaccines and the technologies that keep our society functioning. STEM fields were already becoming careers of choice for more young people, but interest in science, particularly the biological fields, is likely to increase even more in a post-pandemic world. For this, science teachers are front line warriors.”

“At the Gevirtz School our Teacher Education Program is helping create that next generation of science teachers for California,” McNish continued. “I truly believe that we develop teachers who are ready to tackle the tough issues while holding to Next Generation Science Standards and who are rightly concerned with issues of equity and accessibility. Our faculty are doing research that will inform policy at all levels, and that is exciting to be a part of. So not only is Science Ed having a moment, it is exciting to be in the thick of it knowing that what I’m doing right now will have an impact both immediately and for years to come.”

## GROWING OUR OWN TEACHERS THE COMMUNITY FELLOWS INITIATIVE



Alejandrina and Maria Lorenzano outside San Marcos High where Maria teaches.

“The first year of teaching is... I don't know how to word it... **unprecedented, unfamiliar, challenging, rewarding, exhausting, energizing.** Every day is an up and down and super unpredictable, even over Zoom.”

That's how Alejandrina Lorenzano (SST/English, M.Ed., '20) put it when we talked with her in February. Alejandrina, and her twin sister Maria Lorenzano (SST/English, M.Ed., '20) aren't just alumni, they are part of the initial cohort of the transformative Community Fellows Initiative, along with Evely Jimenez (MST, M.Ed., '20) and Monica Rojas (ESC, M.Ed., '20).

Through this strategic effort, the Gevirtz School—in partnership with stakeholder community organizations like the Santa Barbara Unified School District's Program for Effective Access to College (PEAC)—is growing a diverse, local education workforce. We recruit graduate students from Santa

Barbara and neighboring regions, provide them with full fellowships to support access to high quality graduate education and professional preparation, and facilitate the fellows' placements into jobs in our region's schools, school districts, and youth serving organizations upon completion of their graduate degrees. By mitigating financial and professional hurdles, we are able to recruit Community Fellows, and enable people of diverse backgrounds to stay in (or return to) our local community and serve a population of students with which they have common ground, and therefore, assist our community in its goal to diversify the workforce to better serve the student population. After all, currently in California public schools, 78% of the students are non-white and 61% of the teachers are white.

Talk about returning to one's local community, Maria Lorenzano is now an English teacher at San Marcos High School in Santa Barbara, the very school she attended a few years ago. “Without this fellowship I wouldn't have had the opportunity to go to UCSB and get my teaching credential,” Maria says, “and then continue to teach in my community, in my former high school on top of that with my past teachers, which is pretty cool.” Her sister Alejandrina, now an English teacher at Santa Barbara's Dos Pueblos High School, also will soon come full circle—starting in fall 2021 she will be also teaching in the AVID (Advancement Via Individual Determination) program that was crucial to her higher education future.

Evely Jimenez gets to work with students much younger as a kindergarten teacher at Santa Barbara's Cleveland School. During the pandemic she worked with a hybrid class—some students were in-person, others Zoomed in—all year, an inspiring feat. “I would like for you to think about the investment that one single educator can have,” Jimenez told us during the year, “and the impact that they can have on an entire community—for bilingual students, for students who are going to be the first in their family to have a career, and all of the potential giving back



that educators like me and the impact we have on teaching students who look like us.”

Not that this first year on the job was easy. “No one really teaches you how to be a first year teacher during a pandemic...but I do have to say we’ve had a lot of success,” Monica Rojas, an education specialist and moderate-to severe specialty class teacher at Peabody Charter elementary, said when we visited her in February. “Our students are learning, which is the most important thing. A lot of times our students are on the modified curriculum, so we are constantly collaborating with the gen ed students and learning the mainstream curriculum. That’s important and something that TEP strongly emphasized—UCSB is really, really big on making academia accessible for our students who have moderate to severe special needs.”

Soon this cohort will begin another year, while the second Community Fellows cohort—Elsy Mora (SST/ Mathematics, M.Ed., '21) and Maria Espitia (ESC, M.Ed., '21) —will be joining them in SBUSD. Both the Lorenzanos are particularly excited about the opportunity to teach Mexican-American literature to seniors. Maria says, “We were focused mainly on freshmen and tenth grade last year, so working with older students is going

to be different, and kind of fun, because they are a little more open and they’re more mature.”

“I’m looking forward to seeing a whole classroom full of students,” Alejandrina adds, pointing out that’s just over 30 per class. “In the in-person environment I’m wondering what the dynamic will look like with the lessons we have created and actually seeing authentic interactions between students will be kind of fun. It’s probably going to feel like a whole new first year because it will be so different.”

Clearly, the Initiative so far is a rousing success. “The James S. Bower Foundation considers a diverse and highly qualified teacher workforce to be an essential piece of transforming public K-12 education into a system that better serves all students,” says Jon Clark, President of the Bower Foundation, a strong supporter of the program. “The Community Fellows Initiative helps recruit and train exactly the types of teachers that our local schools need to support our diverse student population. The initiative also illuminates the impact that is possible when local school districts, teacher training programs, and philanthropists put their heads together and work collaboratively. Our investment is directly supporting teacher candidates, as well as pushing systemic change.”

Evely Jimenez teaching kindergarten at Cleveland School.



Monica Rojas in her classroom at the Peabody School.



# GEVIRTZ SCHOOL FELLOWSHIPS 2020-21

## Endowed in Perpetuity

**The Martha Aldridge Promise Award** Martha Aldridge was a UCSB staff member from 1961 until her death in 1986. The Promise Award, established in her honor by her friends, family, and colleagues, is given to top credential candidates in the Teacher Education Program (TEP) to assist with the transition to their first teaching position in elementary education.

**The Donald R. Atkinson Diversity Enhancement Award**

This award is in honor of Professor Emeritus Donald R. Atkinson for his 30 years of service to the profession of counseling psychology. During his tenure, Professor Emeritus Atkinson was dedicated to making the Gevirtz School one that is affirming to all. The award is given to support student research or a dissertation in the area of multicultural counseling psychology.

**The Cynthia and Frederick Brinkmann Fellowship**

Generously supports students pursuing teaching credentials in TEP.

**The Lee Broadbent—Vern Persell Scholarship in Applied**

**Psychology** Supports upper division undergraduate students with demonstrated financial need who are enrolled in the Gevirtz School's Applied Psychology minor. This fellowship was established in 2020 by Lee Broadbent, who graduated from UCSB in 1962 with a B.S. in Psychology. While at UCSB, Dr. Broadbent was influenced by his counselor and mentor, Vernon Persell, UCSB's first Director of Counseling. While Lee was a struggling student reaching out to the Counseling Center for help, Vern provided support and a vision for Lee that set him on his ultimate career path, helping other students reach their potential. This endowed scholarship honors Vern and ensures that other undergraduates are afforded an opportunity to explore future education and careers in the field of counseling psychology.

**The Dorothy M. Chun and Joseph Polchinski Fellowship**

Supports qualified graduate student(s) enrolled in the interdisciplinary Emphasis in Applied Linguistics who are studying second language acquisition and closely-related topics.

**The Dorman Commons Fellowship** Established in memory of Dorman Commons, past president of the California Board of Education, this fellowship supports financial aid for graduate students in the School of Education who are classroom teachers or professional educators returning to work on advanced degrees.

**The Marika Ann Critelli Memorial Fellowships for Community Service** Established in memory of Marika Ann Critelli, this fellowship highlights one of the core values of TEP—that of community service. It supports credential candidates who have shown a commitment to providing community service, either through their own efforts and/or by providing opportunities for K-12 students to engage in activities that benefit local or global communities.

**The James D. and Carol N. Dixon Graduate Fellowship**

Supports MA or Ph.D. students with a focus on reading studies and/or the broader field of literacy studies. There is a selection preference for Education Department students who are involved in Reading Clinic activities.

**The Priscilla and Susan Drum Memorial Endowed Fellowship**

Established in memory of Priscilla Drum, a Professor in the School of Education from 1976-1994, and her sister Susan. The fellowship supports qualified graduate student(s) pursuing an MA or Ph.D. with a focus on Literacy in the Education Department. Prior academic merits are not an eligibility requirement; however, recipients do demonstrate prospective promise as scholars. Selection preference is given to students who have persevered through hardships and demonstrated grit in the pursuit of their vision of becoming scholars.

**The Delaine A. Eastin Fellowship** Supports students to pursue an MA or Ph.D. in Education. Qualified recipients have academic promise and are the first in their family to attend graduate school ("first generation"). When there are multiple eligible candidates, preference is given to female students.

**The Peggy Fredericksen Memorial Fellowship** Peggy Fredericksen received her B.A. in Elementary Education from UC Santa Barbara in 1951. She then pursued a career teaching elementary school in Santa Barbara and Long Beach. This fellowship fund has been created to honor and sustain her memory and passion for K-12 education by supporting TEP candidates.

**The Gevirtz Fellowship** Gevirtz Fellowships are awarded from an endowed fund dedicated to supporting GGSE programs, activities, and students who show promise for having a positive impact on public education. Students from all areas of the Gevirtz School are eligible. This fellowship is made possible by the generosity and legacy of Don and Marilyn Gevirtz.

**The Phillip and Helen Green Travel Fellowships** Established in memory of Phillip and Helen Green. The fellowship supports academic conference related travel for graduate students, with a preference for graduate students doing classroom research that supports democratic practices and equity of access for immigrant and second language students from working class backgrounds. An overarching goal of this fellowship is to make visible scholarly work that uncovers effective practices that support students in gaining access to American society.

**The Vivian Guerrier "Hope" Fellowships** This fellowship honors longtime Gevirtz School staff member Vivian Guerrier, who died in August 2007, after more than a decade of service to the GGSE and TEP. The Vivian Guerrier "Hope" Fellowships recognize and encourage credential candidates who persevere in spite of hardships to accomplish their vision to become educators and who, like Vivian, inspire others with their courage and integrity.

**The Thomas G. Haring Memorial Fellowship** Established in memory of Thomas G. Haring, a member of the Graduate School of Education faculty and renowned researcher and teacher. His research and teaching focused on individuals with severe disabilities. Dr. Haring was committed to improving the lot of individuals with special needs in education and the community. The fellowship supports students with a focus on the education of individuals with special needs, with attention to social and applied cognitive behavior analysis in integrated educational and community settings.

**The James Hong Memorial Research Fund Fellowship**

Established in memory of UCSB student, James Hong. This fund supports graduate students in GGSE's Department of Counseling, Clinical, and School Psychology who are pursuing research on at-risk youth and school violence, with the goal of helping to prevent violence and promote safety.

**The Patty Hopkins-Acos Memorial Fellowship** This fellowship supports TEP students working toward the Educational Specialist Credential, who demonstrate the professional and personal dedication exemplified by Patty Hopkins-Acos throughout her career with special needs children. This fellowship recognizes and encourages future special education teachers who, like Patty, inspire others with their excitement about teaching, compassion, irrepressible energy, courage, integrity, and sense of humor.

**The Ray E. Hosford Memorial Fund Fellowship** Established in memory of Ray E. Hosford, Professor of Education, this fund supports merit-based graduate fellowships for doctoral students in Counseling Psychology, preferably going to those pursuing research in Social Learning Theory.

**The Dr. J Student Teacher Fellowships** The Dr. J Student Teacher Fellowships honor the legacy of Dr. Richard Jamgochian, former Director of TEP. From 1968-1991, "Dr. J" was an enthusiastic and tireless advocate for teacher education. Recipients of the fellowship show promise as future teachers and exemplify the ideals that Dr. J promoted. According to Dr. J, learning to teach should be a collegial endeavor. He judged teaching to be both a science and an art, and he encouraged teachers to engage in on-going self-examination and professional development to maintain skills in both endeavors.

**The Gale and Richard Morrison Fellowship** Established by Gevirtz School Professor and Dean Emeritus Gale Morrison, and her husband Richard Morrison '69, this fellowship is awarded to top applicants to the Gevirtz School to pursue a Ph.D., or deserving students who have advanced to Ph.D. candidacy and are working on their dissertations.

**The Special Education Fellowship established by Peggy and Dick Lamb** Supports aspiring special education teachers who are dedicated to a long-term professional commitment of working in school settings with students who qualify for special education services, as well as with their families.

**The Dr. Sabrina Tuyay Memorial Fellowship** For twelve years, until her untimely death in June 2005, Dr. Sabrina Tuyay taught Literacy/Language Arts Methods and Procedures courses in TEP. This memorial fellowship acknowledges teacher candidates who have shown a commitment to providing thoughtful literacy and English language instruction to elementary-age and/or special education students. What distinguished Sabrina was her passionate dedication to ensuring that teachers become critical thinkers and risk takers, leaders willing to push boundaries so that all students can optimally learn to read and write and think.

## Annually Funded Fellowships

**The Josephine G. Bumatay Memorial Fellowship**

Generously funded by the Bumatay family, the purpose of this fellowship is to support qualified graduate students in TEP who show academic promise as well as financial need, with a preference for UCSB legacy students.

**The John Dewey Fellowship**

Generously supported by donors including the Cushman Family Foundation, the John Dewey Fellowship recognizes a graduate student for the accomplishment of being the first in their family to attend college and for their commitment to higher education despite personal obstacles.

**The William and Charlene Glikberg Family Foundation Fellowship**

Supports Teacher Education Program students who have made a commitment to teach in a low-income, ethnically diverse community where students historically may not complete high school and where dedicated teaching can positively affect the future for otherwise disadvantaged students.

**The Alumni Fellowship Funds for Education, CCSP, and TEP Graduate Students**

Gevirtz School alumni established three funds to support future generations of students who will soon join them as graduates. These funds are intended to help offset the rising costs of tuition.

**The Community Fellows Initiative**

The Gevirtz School, in cooperation with regional education partners and seed investors, has launched the Community Fellows Initiative to recruit teacher candidates from underserved backgrounds who wish to teach in their community. Our Community Fellows Initiative offers a fellowship that covers all expenses of attending our Teacher Education Program, a support system through the rigorous 12-month program, and access to professional networks that position the fellows for teaching jobs in local schools upon completion of their teaching credential. The initiative was established in partnership with the James S. Bower Foundation and the Santa Barbara Unified School District (SBUSD) and is generously funded by key donors including the James S. Bower Foundation, the Santa Barbara Education Foundation, the Helen and Will Webster Foundation, Peggy and Dick Lamb, faculty and staff of the Gevirtz School, and an array of alumni and community members.

**Community Teaching Fellowships**

Community Teaching Fellowships provide full funding to Gevirtz School TEP candidates wanting to teach in their home community. There is a selection preference for candidates from the Santa Barbara area or neighboring regions, who are from underserved backgrounds, are first-generation college students, and/or are bi/multilingual, and wish to work for a school district in the Santa Barbara area or neighboring regions.

**PEAC Community Teaching Fellowships**

PEAC Community Teaching Fellowships provide full funding to Gevirtz School TEP candidates wanting to teach in their local community. There is a selection preference for graduates of SBUSD's Program for Effective Access to College and want to work in SBUSD. This fellowship supports candidates from an underserved background who are first-generation college students, and/or bi/multilingual.

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## ALUMNUS JOHN ROMO LOOKS BACK ON HIS CAREER

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John Romo  
(seventh from  
left) with the  
2019-2020 Dr.  
J Fellows at the  
2020 Fellowship  
Award Ceremony.

**The School is extremely honored to call John Romo (MA, '77) an alumnus. Some of the highlights of his impressive career include:**

- **Six years a superintendent/ president of Santa Barbara City College—considered one of the best community colleges in the country**
- **COO of Planned Parenthood Federation of America**
- **Chairman of the Board of Directors of Direct Relief—the crucial nonprofit humanitarian organization**
- **Executive search consultant for Community College Search Services.**

“I have to say how appreciative I am to have had the experiences I had through UCSB and the graduate school of education in particular,” Romo says. Most specifically he values the mentorship and friendship he had from long-time leader of the Teacher Education Program Dick Jamgochian, or as he was called then and remembered now—Dr. J.

In 1969 Romo was substitute teaching in Goleta, his first taste of the field after earning his BA from the University of the Redlands in German/Spanish Literature. Jamgochian was doing research in the Goleta School District and the two struck up a friendship. When National Guard basic training took Romo away for most of the summer, Dr. J and Dale Merrill, Goleta Union principal, were so impressed, they held a spot open for a week into the fall school year so Romo could teach.

“Because I was bilingual, my assignment was to set up a one-room school for the children of immigrant families,” Romo recalls. “I taught the primary kids in the morning, the upper grades in the afternoon.”

Dr. J got Romo on a fast track to his credential. “He was the most powerful, professional influence in my life,” Romo says of Jamgochian. “He was a funny, complex, and wonderfully talented human being.” To this day, Romo supports the Dr. J Fellowships that fund teacher candidates who not only show promise as future teachers but also exemplify the ideals that Jamgochian promoted. According to Dr. J, teachers should see self-actualization as their greatest goal.

Within three years, Romo was working as a UCSB supervisor of teacher candidates in the Goleta District. Soon, he was part of a team developing one of California’s first bilingual credential programs, an arduous task to pass through the state bureaucracy unsure of the efficacy of the project and unwilling to believe the UC was committed to teacher ed.

Romo has most left his mark on Santa Barbara City College, having a 35-year career there. He began running the reading study skills center also helping to expand a full ESL program. Quickly he moved into administration, climbing the ranks until he was appointed superintendent/president in 2002. His accomplishments are many, but in particular he is proud of encouraging a more global climate on campus, including a global studies major, study abroad opportunities, and the positive presence of international students on campus.

“When I was an undergraduate I studied abroad in Salzburg, Austria and it changed my life,” he asserts. “It was eye-opening for a first-generation college student out of Pomona. I wanted to be sure community college students could have that experience, too.”

Romo also focused on improving working conditions for faculty and staff at SBCC and became well-known for his walks of the campus so students, faculty, and staff could interact with him directly.



John Romo (r), with his fellow 2007 Distinguished Education Alumni Award-winners, Lisa Maglione and Joseph Ponterotto. (credit: Nell Campbell)

He ended six years as president by providing leadership for voter approval of a capital construction bond for the district.

In retirement, Romo turned to consulting, helping community colleges hire the best upper level administrators through Community College Search Services. “It felt good to do that work,” he says, “helping districts find chancellors, presidents, vice presidents.” Much of that work involved an increasing awareness of diversity, equity, and inclusion. “That meant always making sure hiring pools were diverse,” Romo says. “Our on-going focus and commitment were to recruit high quality candidates from diverse backgrounds that reflected our communities.”

Along with consulting work, Romo has been highly active on the boards of Direct Relief and Planned Parenthood of the California Central Coast. Both organizations are instrumental in providing the highest quality health services to the most vulnerable, with firm commitments to access and equity.

Romo is ever at work making his community and the world better.

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## FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2020-2021

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**Diana Arya** was elected Chair for the Language and Social Processes Special Interest Group within the American Education Research Association. She was also appointed graduate diversity officer for the Department of Education.



**Miya Barnett** was appointed graduate diversity officer for the Department of Counseling, Clinical, and School Psychology.



**Alison Cerezo** was accepted to the Addiction Scientists Strengthened through Education and Training (ASSET) Program at San Diego State University for Summer 2021. Cerezo was also the co-recipient of the 2021 Georgia Babladelis Best Paper Award.



**Andrés Consoli** became a faculty affiliate with the Department of Spanish and Portuguese as well as the Latin American and Iberian Studies Program. He also was awarded the Excellent Contribution Award by the APA Division 17 International Section for remarkable contributions to international research, program development, and teaching/mentoring.



**Tim Dewar** was appointed to the Advisory Committee for the California Department of Education's *Distance Learning Curriculum and Instructional Guidance*. He was also appointed to the UC systemwide Academic Council's UC Entry Level Writing Requirement (ELWR) Task Force.



**Erika Felix** was awarded the American Psychological Association Congressional Goldman Fellowship for 2021-2022.



**Michael Furlong** was appointed Associate Editor of both *Educational and Developmental Psychologist* and *Journal of Positive School Psychology*.



**Jon Goodwin** received a 2021 40 Under 40 Alumni Award from Dillard University.



**Natalie Holdren** was elected to the national TASH board. TASH is an international leader in disability advocacy.



**Tania Israel** was chosen as one of the keynote speakers for the American Psychological Association (APA) 2021 Virtual Convention. Dr. Israel's talk is "The Power of Psychology to Heal the Political Divide." Israel's book *Beyond Your Bubble: How to Connect Across the Political Divide, Skills and Strategies for Conversations That Work* was the Next Generation Indie Book Awards winner in the Self-Help category and a finalist in the General Non-Fiction category.



**Jin Sook Lee** was appointed Associate Dean of Graduate Division.



**Andrew Maul** co-authored the book *Measurement across the Sciences: Developing a Shared Concept System for Measurement* (Springer 2021) with Luca Mari (Università Carlo Cattaneo) and Mark Wilson (UC Berkeley and University of Melbourne).



**Jill Sharkey** was given the Community Collaboration Award—on behalf of the Sharkey Research Team—by the Channel Islands YMCA: Youth & Family Services branch. This award is given to an organization that expands the capacity of the YMCA and helps deliver their mission within the community.



**Rebeca Mireles-Rios** was promoted to Associate Professor. She also was appointed the co-director of the new ÉXITO (Educational eXcellence and Inclusion Training Opportunities) program.



**Tine Sloan** is a co-editor of the volume *Using Data to Improve Teacher Education: Moving Evidence to Action* (Teachers College Press 2021) with Charles A. Peck (University of Washington), Kristen Cuthrell (East Carolina University), Désirée H. Pointer-Mace (Alverno College), and Diana B. Lys (University of North Carolina).



**Amber Moran** was promoted to Associate Teaching Professor.



**Melissa Morgan** was appointed Vice Chair of UC Santa Barbara's Academic Senate, with a special portfolio for advancing diversity and equity.



**Mian Wang** was appointed the Chair of the Department of Education.



## BUILDING A SCHOOL-BASED COMMUNITY

**The benefits of a strong neighborhood school reach far beyond the classroom. The Gevirtz School, Santa Barbara Unified School District (SBUSD), and the City of Santa Barbara are creating a new initiative that aims to transform a community, with systems of support that begin at the local school and ripple outward to students' parents, neighbors, and extended families.**

For over ten years, the Gevirtz School has had a partnership with Santa Barbara Unified. The Harding University Partnership School—“HUPS”—located in Santa Barbara’s diverse westside neighborhood, provides placements for teacher ed training and research opportunities for Gevirtz faculty and students while expanding resources for Harding students and their families. Through these onsite programs, Gevirtz researchers and graduate students are learning which interventions are effective in a classroom setting. A new initiative by Jules Zimmer Dean Jeffrey Milem intends to expand the positive impact of the neighborhood school to reach unserved or underserved groups, as well as encouraging community on the westside.

Researchers know that “grown-up problems” like food or housing insecurity, physical or mental health, immigration or legal concerns affect the entire household and can have negative impacts on student performance and wellbeing. Teachers and school administrators have recognized this for decades: school lunch programs, onsite nurses, and school therapists have worked to support students, but school-based efforts are often limited solely to support for currently-enrolled students. Limiting school-based resources to students and their guardians can leave needs unmet for the rest of the community. The early years of a child’s life are critical periods of growth and development, so adding first five support for future students is a

natural extension of school services. But what about the families without children, seniors, and other neighbors?

The Harlem Children’s Zone (HCZ) is one of the programs that GGSE looks to as a model. Established by Geoffrey Canada, HCZ has expanded beyond the classroom to include two community centers that offer classes, meeting space, and events for the neighborhood. Dean Milem’s vision is to create a similar community resource center (CRC) adjacent to the HUPS campus, in partnership with SBUSD and the City of Santa Barbara.

“We hope to provide a framework and ultimately a physical space in which local agencies, and service providers can support the improved health and well-being of the entire Westside community,” said Dean Milem. “At the same time, the Center will provide on-site learning opportunities for future teachers, school psychologists, and educational researchers whose work benefits those with whom they work. The Center will be a continuous loop of knowledge creation and application.”

Dean Milem presented his proposal for UCSB to take the lead in developing a school site community resource center at Harding to the SBUSD School Board last summer, with the support of then-Superintendent Cary Matsuoka. The Board unanimously and enthusiastically embraced the project. When new SBSUSD Superintendent Hilda Maldonado arrived, she met the UCSB team for a tour of the Harding site.

Several programs are already available to HUPS families through the Family Resource Center, a dedicated classroom on campus. The FRC has been used as a food pantry and a meeting room for the Harding Foundation (PTA). During the pandemic, most site-based services were put on hold, while the need for social supports





**The project envisions the school site as the center of a healthy community that benefits neighbors as well as students & their families.**

became more and more apparent. As vaccines have become widely available, services are coming back. The Santa Barbara Public Library, for example, has resumed its Stay and Play after school program at Harding.

“The westside neighborhood surrounding Harding includes some of Santa Barbara’s most vulnerable households, with high density and a lot of challenges,” says Chryss Yost (Education, Ph.D., ’18), UCSB’s coordinator for the HUPS Community Resource Center. “It is also a neighborhood with a lot of resources. And while the school is at the heart of the community, only a fraction of households has students that are currently attending Harding. I’m hoping that the CRC will provide immediate value to a larger percentage of the community. I imagine programs that could bring neighbors together such as adult education, like knitting or Spanish-English conversation groups or cooking classes. A place where neighbors can learn from each other.”

One of the most important parts of the program is ongoing assessment, to measure the impact the CRC has on the community and the school. “We hope that the CRC will provide more stability and resilience that will benefit students,” Yost says. “As education researchers, GGSE faculty and graduate students will be identifying ways of measuring our impact.”

Interaction with UCSB students helps to demystify college, and Yost hopes to see undergraduate majors present on the campus in the near future. “I would love to see more UCSB students on the westside, especially first-generation students,” says Yost. “I’m excited that this space could help create a bridge between groups that don’t have many opportunities to interact in meaningful ways. This is a table for folks to gather around and learn from each other.”

**Rick Bacon** (Education, Ph.D., '18), **Stephanie Couch** (Education, Ph.D., '12), and **Audra Skukauskaitė** (Education, Ph.D., '06) contributed chapters to *Becoming an Educational Ethnographer: The Challenges and Opportunities of Undertaking Research* (Routledge 2021), edited by Juana M. Sancho-Gil and Fernando Hernández-Hernández.

**Andrés Consoli** (M.A., Counseling Psychology, '91; Ph.D., Counseling Psychology, '94), an associate professor in CCSP, became an affiliate professor with the Department of Spanish and Portuguese.

**Ryan Dippre** (Education, Ph.D., '15) co-edited—with Dr. Talinn Phillips—*Approaches to Lifespan Writing Research: Generating an Actionable Coherence* (WAC Clearinghouse / University Press of Colorado, 2020). The volume is dedicated to Dr. Charles Bazerman of the Department of Education.

**Megan Donahue** (CCSP, Ph.D., '15), **Anna Krasno** (CCSP, Ph.D., '15), and **Avery Voos** (CCSP, Ph.D., '18) were elected to the Santa Barbara County Psychological Association 2021 Board of Directors.

**Kelly Edyburn** (CCSP, Ph.D., '19) was appointed Assistant Professor in the School Psychology program at Loyola University Chicago's School of Education in Illinois.

**Michael Furlong** (Education, Ph.D., '80) was named one of two UC Santa Barbara Edward A. Dickson Emeriti Professors for 2021-2022.

**Michelle Grue** (Education, Ph.D., '20) was hired as an Assistant Teaching Professor with a joint appointment in UC Santa Barbara's College of Creative Studies and Writing Program.

**Aaron Haddock** (CCSP, Ph.D., '18) was appointed as Associate Professor of Practice in the Psychology Department and Director of Behavioral Health Initiatives and Programs at the Mosakowski Institute for Public Enterprise at Clark University.

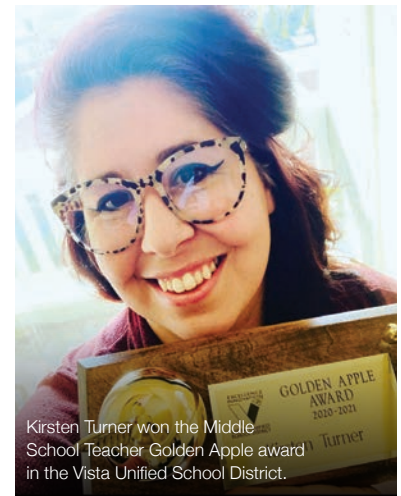
**Natalie Holdren** (Education, Ph.D., '17, M.Ed., '06, Education Specialist Credential – Moderate/Severe, '05) was elected to national TASH board. TASH is an international leader in disability advocacy founded in 1975.

**Damian Jenkins** (Education, Ph.D., '10) founded the National Online Virtual Academy (NOVA), an online academy currently serving middle-school-aged students with an interactive and community-focused curriculum.

**Lois Phillips** (Education, Ph.D., '86) co-authored the article "Women in Biden's Cabinet Need to Be Seen and Heard" with Anita Perez Ferguson. Originally published by *Women's eNews*, the article was then picked up by *Ms. Magazine*.



Malaphone Phommassa won a 2021 Margaret T. Getman Service to Students Award.



Kirsten Turner won the Middle School Teacher Golden Apple award in the Vista Unified School District.

**Malaphone Phommassa** (Education, Ph.D., '16) won a UCSB 2021 Margaret T. Getman Service to Students Award.

**Torrey Trust** (Education, Ph.D., '14) received the Association for Educational Communications and Technology (AECT) Annual Achievement Award for article on emergency remote learning.

**Kirsten Turner** (TEP, SST/History, M.Ed., '15) won the 2021 Middle School Teacher Golden Apple award in the Vista Unified School District.

**Jessica Violetti** (TEP, ESC, M.Ed., '13) won the 2021 Santa Barbara County SELPA Star award for Elementary Special Education.

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During the 2020-2021 academic year, the combined generosity of over 200 donors—including 95 alumni, 87 parents and friends, 15 faculty and staff members, current UC Santa Barbara Foundation trustees, and 25 foundations and organizations—supported student fellowships, impactful research, and clinical/programmatic activities in the Gevirtz School.

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**Online:** You can make your gift online by visiting [giving.ucsb.edu/funds/div/ggse](https://giving.ucsb.edu/funds/div/ggse).

**By Mail:** If you are giving by mail, please make your check payable to "The UC Santa Barbara Foundation" and include the intention for your gift in the memo line.

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