

University of California Santa Barbara 2023-2024

LAUNCH

The Annual Magazine of the Gevirtz Graduate School of Education

**Antar
Tichavakunda**



Mayra Puente



Tania Israel



Advancing Diversity at the Gevirtz School

A Commitment
to Equity, Inclusion
and Justice

LAUNCH

The Annual Magazine of the Gevirtz Graduate School of Education

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GEVIRTZ GRADUATE SCHOOL OF EDUCATION

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Welcome From Jeffrey Milem, Jules Zimmer Dean's Chair

Dear Members of the Gevirtz School Community,

I have recently returned from a three-month sabbatical that provided me with some space and time to reflect on my work at GGSE and recharge for the future. I would like to begin by thanking Associate Dean Jill Sharkey for agreeing to serve as Acting Dean while I was away. By all accounts, she did an outstanding job as Acting Dean. While I was on sabbatical, I traveled to Washington, D.C. where I was inducted into the National Academy of Education. I am deeply honored and humbled by this recognition.

Having served as Dean of the Gevirtz School for seven and a half years, I am the longest serving dean of education in the UC system. This can mean one of two things. As the senior education dean, I have much advice and support to offer my UC colleagues who are deans, or, it could mean that I am getting old(er). I prefer to embrace the first interpretation versus the second.

As a scholar whose research has focused on the study of racial dynamics of college campuses and the impact of racial and ethnic diversity in higher education, I am keenly aware that there is a tremendous amount of work that needs to be done to address diversity, equity and inclusion in our nation's schools and colleges. And, the need for this work is complicated by the fact that efforts to enhance diversity, equity, and inclusion are being wrongly attacked and vilified in many states across our nation. As an academic community, we in the Gevirtz School made it our mission four years ago to address these issues through our research, teaching, and service. This issue of LAUNCH features interviews with three faculty members expanding the boundaries

of research to uncover and address these inequities and divisions.

Counseling Psychology Professor and Associate Dean for Diversity, Equity and Inclusion Tania Israel describes how to turn down the stress and turn up the compassion during these politically polarized times. Assistant Professor of Education Antar Tichavakunda explores ways of fostering racial justice in higher education and how Black students create spaces of happiness and safety for themselves



at predominantly White institutions. Also from the Department of Education, Assistant Professor Mayra Puente conducts research that helps to increase the representation of rural Latinx migrants, immigrants and farmworkers in higher education.

In RE:LAUNCH, we highlight the award of two grants, one for the JEDI Project and the other for the Residency Implementation Project, that pushed our extramural funding to reach new historical heights. The total extramural funding in GGSE when I arrived in 2016 was under \$1.3 million. This past year, our extramural funding rose to an all-time high of \$14.4 million—with these two grants accounting for more than half of that total.

The JEDI Project—which will train K-12 psychologists with an emphasis on justice, equity, diversity and inclusion—received a record \$5.3 million, the largest award in the Gevirtz School's history. The Residency Implementation Project in Teacher Education received a multi-year award totaling nearly \$4 million which will be used to recruit and retain students for the Teacher Education Program.

Closely related to the JEDI Project grant is another grant awarded to the Gevirtz School and three other universities to launch and operate a national center called METRICS (Mental Health Evaluation, Training, Research and Innovation Center for Schools) to provide support and resources to projects (including the JEDI Project) that have received federal funding to increase the number of school mental health providers.

Also in this issue, we feature alumna Ann Kaganoff, Ph.D. 1981, and her lifelong passion for literacy. Ann and her daughter, Rachel Kaganoff Stern, have recently established The Ann Parkinson Kaganoff Family Endowment for Literacy to provide graduate fellowships and to support our Reading Clinic.

In addition, we take a look at the origins of the South Coast Writing Project where we work with selected outstanding teachers to focus on improving the teaching of writing. Our former Gevirtz Director of Communications George Yatchisin, who retired last summer after 17 years at the school, signs off with a fond farewell.

We hope you enjoy this issue, and we welcome your comments, updates and questions.

Best wishes,

Jeff Milem



Bridging the Political Divide

Psychology professor Tania Israel shares how to survive and thrive during turbulent times. **BY YURIKO CHAVEZ '24**

It could be the anger that arises in your chest sitting through a political rant from your uncle, or the heartache when your childhood friend shares who they will support in the upcoming election: either way, there's nothing quite as uncomfortable as talking about

politics with the people we love. Professor Tania Israel, in the Department of Counseling, Clinical and School Psychology, does not fear these unsettling political conversations — she embraces them. A quarter century of research on interventions to support LGBTQ

people offered Israel ample opportunity to interact with people with whom she doesn't see eye-to-eye. Following the 2016 election, she decided to apply her psychological knowledge and skills to the challenge Americans were having bridging political divides.

The author of “Beyond Your Bubble: How to Connect Across the Political Divide, Skills and Strategies for Conversations that Work” discovered that some people balk at the idea of dialogue but are experiencing considerable stress about divisiveness in our country. With this in mind, the professor and psychologist has turned her attention to helping people survive and thrive in politically polarized times.

Israel suggests a three-pronged approach: reduce polarizing input, build individual psychological capacity, and strengthen connections. Not only can these strategies assist in navigating political polarization, but they can benefit one's life in multiple ways.

Turning down the volume on polarizing input consists of consuming news wisely, using social media intentionally, and correcting our cognitive distortions. The media displays extreme perspectives of hot-button issues to capture our attention. Getting lost in a calculated politically divisive doom scroll can paralyze us in feelings of frustration and anxiety. “Learning to manage these external messages, as well as our biased perspectives can offer a more accurate picture of the political spectrum,” Israel says.

She sees political polarization as both a challenge and opportunity to develop our own individual psychological capacity. “As a psychologist, I know it's going to be good for people to have resilience and compassion and intellectual humility in all the different aspects of their lives,” Israel explains. “We can broaden our minds with intellectual humility and perspective taking, and resilience will help us withstand exposure to ideas and people who might not be aligned to exactly where we are.”

Israel also urged us to cultivate compassion, noting that we don't need to start with people who are at the farthest point of the political divide. “If we can find ways to notice a similarity between ourselves and our neighbor who's got a different lawn sign than ours— maybe we



can find ways of generating that open heartedness that we need throughout our lives in so many ways,” she says.

Anticipating another divisive presidential election on the horizon, Israel pushed herself to get her

“We can broaden our minds with intellectual humility and perspective taking, and resilience will help us withstand exposure to ideas and people who might not be aligned to exactly where we are.”

upcoming book out quickly. She cites the American Psychological Association *Stress in America* study, which shows stress related to political conflict on the rise, and notes, “That's just not good for us. It's not healthy for us as individuals. I'm trying to give

people some resources that will help them not be as distressed and tossed about by what's going on politically these days.”

Israel emphasized that being equipped with these tools to navigate political polarization is empowering as it will help to combat both internal and external manipulation and influences.

“People have come to be in the United States through many paths. And that gives us so much diversity - of thought, of culture, of understanding,” she says. “If we can harness all of that and come together, it is such a strength and it is such a force that we can create together to truly realize the potential of our democracy.”

“And I think the more we can understand where others are coming from, the better we will be able to work together to create schools and a society that can work for us all because, ultimately, that's what we need,” Israel says hopefully. “We need the systems in our country to somehow have the space to hold all of the diversity that's in our society, and that includes diversity of thought.”



Fostering Racial Justice in Higher Education

The pervasive effects of oppression ignite the research of education professor Antar Tichavakunda. **BY JOYCE CHI '25**

For Antar Tichavakunda, Assistant Professor of Race and Higher Education in the Department of Education, legacy is everything. Tichavakunda's research often examines how long-established societal structures influence Black student life on university campuses. His own family legacy not only shapes his research but also his passion for education.

"The education bug was always within my family," Tichavakunda explains, adding that many of his relatives are teachers. His grandmother graduated near the top of her class with a biology degree but worked as a secretary for a lab. Systemic barriers limited her from accomplishing more, he says, and she eventually became a teacher, one of the earliest professions available to women of color.

"I wonder what she would have done, had she not been born in Mississippi during Jim Crow," Tichavakunda says. The experience of his grandmother, who taught science at a public school in Washington D.C., ignited his dedication to understanding the widespread and enduring effects of oppression.

In addition to his family's history, an economics class in college prompted a new way of thinking in Tichavakunda. Many of his classmates had taken Advanced Placement economics courses in high school, affording them a familiarity with the material he didn't have. Though he attended one of the best public schools in Washington, D.C., he says he felt unprepared and continually asked himself, "How can I still feel very far behind some of my peers?" This

"Principles of Economics" course was the first time Tichavakunda questioned the pervasiveness of inequality in education, especially in prestigious and predominantly white institutions like his own college. He decided to switch his major from economics to education.

After graduating from Brown University, he began his teaching career in Washington, D.C., in the same public school system he attended growing up. Tichavakunda spent several years teaching special education and English, which he describes as some of the most difficult yet fulfilling work he has ever done. He earned his Ph.D. in Urban

Education Policy from the University of Southern California, and worked at the University of Cincinnati before joining the Gevirtz Graduate School of Education in January 2023.

Tichavakunda's research is influenced by his experiences as a public school teacher and a Black student on a historically white campus. One aspect of his work focuses on Black joy in higher education and how Black students foster spaces of happiness and safety for themselves. He hopes to reframe thinking about Black student life by exploring the complexity of identity beyond, and despite, oppression.

He also examines how university policies can promote or inhibit Black joy. "This can come in the form of funding policies for student groups. Are such policies based on the number of members that you have in a group?" he asks.

For example, at a predominantly white institution where there are fewer Black students, a Black Student Union might struggle to secure quota-based funding, he adds. Disrupting preconceived beliefs and amending policies allows universities to be more responsive to student needs and create an environment that's more welcoming towards all.

Universities can also improve the student experience by reframing the idea of college readiness, Tichavakunda believes. Students with less resources have to work harder to be college ready than their wealthier peers, he says. For example, low-income or first-generation students often take on the burden of preparing for college financing, like filing for and understanding the FAFSA form (Free Application for Federal Student Aid). Meanwhile, students from higher income and college-educated families can more easily seek assistance from their parents and other people familiar with the process.

Tichavakunda warns that the label "college ready" allows institutions to blame the individual. He advocates for the model of a "student-ready college," where universities instead focus on what



colleges and universities can do to prepare for the students who are entering their institutions. "Why are we asking students to be ready for

One aspect of his work focuses on Black joy in higher education and how Black students foster spaces of happiness and safety for themselves.

college and putting the pressure on 18 year olds?" he asks. "We need to ask more of the institution."

Much of his analysis into racism on campuses is conducted through

the lens of critical race theory, a legal framework that has faced a barrage of far-right criticism. Despite receiving his own share of conservative backlash, Tichavakunda remains dedicated to his work. He recognizes that the ongoing history of racial justice has never been easy or comfortable. He finds motivation in those who came before him: other scholars and the activists of the Civil Rights Movement, including his grandfather and his bravery in protesting against the segregationist policies of businesses. It is therefore the resilience of his own family that drives him to continue his research fostering racial justice in higher education.

"If I can change the way a few people think," Tichavakunda says, "that makes my work worthwhile."

This page photo credits clockwise from top: photo at top and right by Elena Zhukova, photo at right by Matt Perko.



Migrating From ‘El Fil’ to Campus

Assistant Professor Mayra Puente aims to elevate the college aspirations of rural Latinx migrants, immigrants, and farmworkers. **BY YURIKO CHAVEZ '24**

When Mayra Puente thinks about her hometown of East Porterville, CA, she sees acres of green fields (el fil) where her farmworking parents harvest oranges, lemons, and grapes.

“I associate (the color) green with my hometown, given the agricultural fields, but also orange, because we always had oranges in our

home,” recalls Puente, an assistant professor of higher education in the Department of Education. She was born and raised in California’s San Joaquin Valley in Tulare County, where many Mexican immigrant farmworkers, like her family, have historically settled.

Growing up, she noticed something else the county residents had in common: “Not many people

who looked like me or shared my background – Latinx, migrant, immigrant, farmworkers – would pursue higher education,” Puente says.

She decided to take a different path and explore the university route. Her journey into higher education began with the Migrant Scholars Leadership Institute summer program at UCLA as a high school student. During one of her classes, she learned about critical race Theory and the Chicana/o Educational Pipeline. “I began to see how the levels of inequality within my community were systematically created,” she explains.

Aware of the discrepancies and disparities that Latinx migrant students face, she returned to UCLA as an undergraduate student, majoring in Political Science with a double minor in Chicana/o Studies and Education Studies.

Noticing a severe lack of representation of rural Latinx communities and students in all the fields she studied, she decided to participate in UCLA’s Research Rookies and McNair Research Scholars Program. “It was through these undergraduate research programs where I started to cultivate this research agenda of what it really means to have a rural Latinx identity

and what it means to try to access higher education,” she says.

Puente also joined the Central Valley Project at UCLA, where she and other students returned to their rural communities on a bi-weekly basis to mentor other Central Valley youth on their journey to higher education. “It wasn’t just about me anymore, and it wasn’t just about my story,” she says. “I saw that these issues were pervasive and affecting so many of us.”

Recognizing that research can be a tool to advocate for her community, Puente decided to pursue a doctorate in education at UC San Diego. It was there that she and her dissertation committee member, Dr. Verónica Vélez of Western Washington University, would co-craft a new methodology, “Platicando y Mapeando,” which translates to talking and mapping.

Puente was interested in using geographic information systems (GIS) software and maps in her dissertation but felt that it placed too much emphasis on quantitative data. “The stories and lived experiences of people were missing. How can we humanize mapmaking and infuse it with the lived experiences of rural Latinx students in particular?” she says.

Inspired by the Chicana feminist

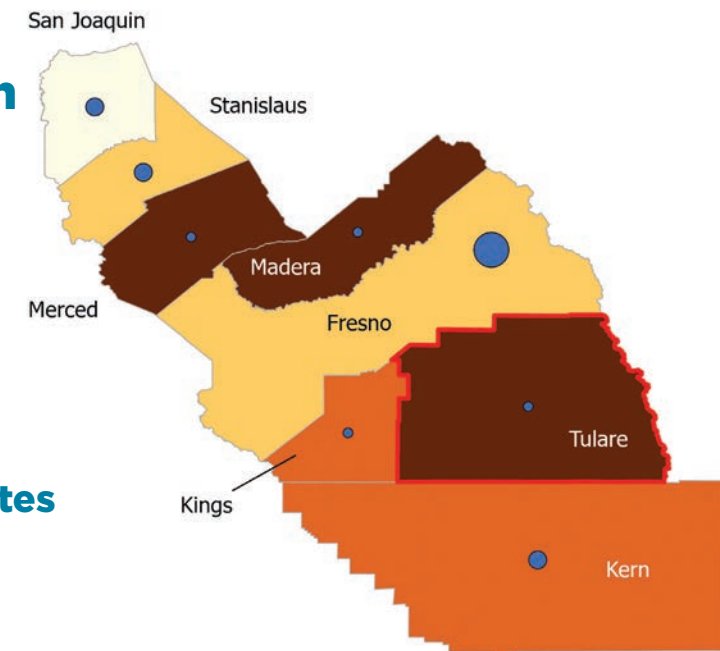
San Joaquin Valley

Latinxs

- 42% - 47%
- 48% - 53%
- 54% - 59%
- 60% - 66%

BA/BS Graduates

- 13% - 14%
- 15% - 18%
- 19% - 21%



From *Ground-Truthing en el Valle de San Joaquin: A Mixed Methods Study on Rural Latinx Spatiality and College (In)Opportunity*

methodology, Puente held pláticas (conversations) with rural Latinx youth about their experiences and difficulties in pursuing higher education. She used GIS and secondary quantitative data to map those experiences, then returned to the students and asked them

“It was through these undergraduate research programs where I started to cultivate this research agenda of what it really means to have a rural Latinx identity and what it means to try to access higher education.”

to validate the maps to make them as attuned to their lived experiences as possible. These are the essential elements of “Platicando y Mapeando,” and its goal is to advance a “holistic and humane [mapmaking methodology] that is reflective of actual students’ realities

and opportunities,” Puente explains.

Puente’s dissertation, “Ground-Truthing en el Valle de San Joaquin: A Mixed Methods Study on Rural Latinx Spatiality and College (In) Opportunity,” received two American Educational Research Association (AERA) awards from both the Rural Education Special Interest Group and Division G of AERA that focuses on the Social Context of Education.

She was shocked when she received the news about her awards. “I could not have imagined receiving recognition from the largest educational research association in the United States for the work that I do in my community and the San Joaquin Valley – an area I felt nobody knew when I was an undergraduate student,” Puente shares.

While she is grateful the awards shine a light on her community, she feels it’s more important to receive validation from the people who live there and inspire them in their goals.

“I hope that my journey, my experience, my background, is a testament to other students hoping to research issues in their particular community that haven’t been explored before,” Puente says. “I hope students feel empowered to do the work that they want to do. It’s going to be difficult creating that space for yourself, but you can do it.”



Ann P. Kaganoff, Ph.D., '81 A Lifelong Passion for Literacy

Ann Kaganoff has been an educator for over six decades, at all levels from pre-school to graduate school and beyond. She has been privileged to teach typical learners, students with special needs, teachers in training, and her own colleagues in the profession, always with an emphasis on the literacy skills. She traces her passion for literacy

particularly to her experiences at the UC Santa Barbara Reading Clinic where she began her Ph.D. training in 1973-74.

While her initial teaching experiences involved working with children in a classroom, she notes that the clinic approach to literacy at UCSB drew her to her life's work.

"A key foundation of the Clinic approach is to meet children where

they are, determine their strengths and needs, and develop a tailored program that builds on their strengths and meets their needs," she explains.

Kaganoff had earned her bachelor's degree in English Literature from Pomona College in 1958. "At that time, women could do three things for a career: be a nurse, a teacher or a secretary," she says. Her first teaching job, right out of college, was in a third-grade classroom, on a provisional credential (aka 'learning on the job'). She "knew only slightly more than the kids in the classroom, and very little about how to teach them what they were supposed to learn." She ultimately earned her first teaching credential in 1961.

Kaganoff was introduced to the UCSB community in the mid 1960's when she and Sheldon Kaganoff (UCSB art department) began their family life in Goleta. A few years later, when that life changed, she realized she needed to upgrade her skills.

She learned of a new graduate program in reading and language development at the Graduate School of Education, where she applied and earned a master's degree in education and a Reading Specialist Credential in

1973. As part of the Ph.D. program, she worked under faculty member Carol Dixon (now faculty emeritus at Gevirtz School) as a supervisor and instructor in the reading clinic. She completed her Ph.D. in Reading and Language Development in 1981.

Moving to Orange County in 1980, she worked at UC Irvine as Acting Assistant Director of Teacher Education. "Since it was a part-time

job, I was able to open a reading clinic, given my clinic background," she says. "The clinic, the UCI Reading and Neurolinguistic Clinic, was intended to conduct research on reading. But we did more than that. We served many families and children in Orange County to meet their needs in the literacy skills in a clinic environment."

Before long, she took over the K-8 Reading Methods course which she taught for the remainder of her time at UCI. Budget cuts forced the clinic's closure in 1992, but other options opened up after she left UCI. She was employed by school districts in Orange County to provide professional development in the literacy skills for teachers K-12.

During this time she became acquainted with the Association of Educational Therapists (AET). She had never heard the term 'educational therapist,' but she was eager to learn what that was. At a meeting in Los Angeles, she realized she had found not only a group of kindred spirits but also had discovered a new calling.

"I remember walking into this room and looking around, it was mostly women, and thinking, 'oh my goodness, I've come home!' These were my people," she says.

As she learned more about AET, its work and its members, it became clear that this was another way of identifying what she had been doing all along, at the UCSB Reading Clinic and at her own clinic at UCI.

She began working in private practice as an educational therapist in 1992, serving many families and schools in Orange County, attending IEP meetings, and providing liaison with relevant allied professionals such as speech/language specialists, psychologists, and pediatric psychiatrists. She only recently retired in 2022 after 30 years in practice.

"I worked with a wide range



Ann Kaganoff, front row second from left, with group of masters candidates before their comprehensive exams in 1974. Carol Dixon is in front row, far right.

In 2023, she and her daughter, Rachel Kaganoff Stern, established The Ann Parkinson Kaganoff Family Endowment for Literacy, to provide graduate fellowships and to support the ongoing work of the Reading Clinic.

of students with different kinds of learning issues: autism, bipolar disorder, ADHD, dyslexia, learning disabilities. I gained a lot of experience," she says. Her expertise was in demand for giving presentations at her yearly AET national conferences and workshops.

One day, while reviewing her presentation materials, she had a revelation: "I think there is a book here," she recalls. In 2019, at the age of 82, Kaganoff published her first book, "Best Practices in Educational

Therapy" (Routledge), a book intended to foster and promote the development of both new and veteran educational therapists.

The COVID pandemic with its changed working conditions signaled that the time had come to move back to the Santa Barbara area to live near her daughters. She resumed work on her second book, "There's a Writer in Our House! Strategies for Supporting and Encouraging Young Writers and Readers at Home," which will be published in the spring of 2024. She calls it a "culmination of my life's work."

In 2023, she and her daughter, Rachel Kaganoff Stern, established The Ann Parkinson Kaganoff Family Endowment for Literacy, to provide graduate fellowships and to support the ongoing work of the Reading Clinic. "I gained so much while I was at UCSB, and it was so important to me in my development," Kaganoff explains.

As a committed educator, she hopes to use her connections to UCSB to promote an appreciation and an awareness of the challenges, the possibilities, and the rewards of careers in education in today's world.

"Teachers of all kinds," she says, "we need you!"

Gevirtz School Faculty Honors, Awards & Promotions 2022-23



Tarek Azzam has been promoted to Full Professor.



Richard Durán has been promoted to Distinguished Professor.



Maryam Kia-Keating received the 2022 Distinguished Contributions to Psychological Scholarship Award from AMENA-Psy. She also received the 2023 Outstanding Service in the Field of Trauma Psychology award from the American Psychological Association.



Christopher Ograin has been promoted to Full Teaching Professor.



Miya Barnett has been promoted to Associate Professor.



Andrew Fedders has been promoted to Full Teaching Professor.



Rachel Lambert has been promoted to Associate Professor. She received The Kay Gilliland Equity Lecture award at the National Council of Supervisors of Mathematics.



Mayra Puente received two American Educational Research Association Dissertation Awards—from the Rural Education Special Interest Group (SIG) and Division G (Social Context of Education). She also received the Professional Development Grant from the National Research Center on Hispanic Children & Families.



Julie Bianchini was named a 2023 National Association for Research in Science Teaching Fellow.



Erika Felix has been promoted to Full Professor.



Karin Lohwasser has been promoted to Associate Teaching Professor.



Sarah Roberts has been promoted to Associate Professor.



Alison Cerezo has been promoted to Associate Professor. She delivered the keynote lecture at the 2022 American Psychological Association Convention. She was also named principal investigator for the California Department of Public Health's LGBTQ Health Equity Initiative.



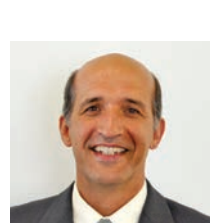
Michael Furlong presented the 2022 School Mental Health Research Award from the National Center for School Mental Health.



Jeffrey Milem was inducted into the National Academy of Education.



Mian Wang was selected as a Fellow of the American Association on Intellectual and Developmental Disabilities.



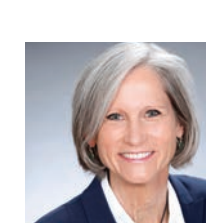
Andrés Consoli has been promoted to Full Professor. He delivered the Society of Counseling Psychology Fellows Talk at the 2022 American Psychological Association Convention.



Danielle Harlow was appointed the Director of the UCSB Certificate in College and University Teaching and co-director of CCUT Faculty Advisory Board.



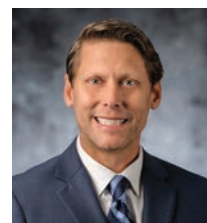
Karen Nylund-Gibson has been promoted to Full Professor.



Heidi Zetzer delivered the Society of Counseling Psychology Fellows Talk at the 2022 American Psychological Association Convention. She also received the Jean Spruill Achievement Award from the Association of Psychology Training Clinics.



Tim Dewar has been promoted to Full Teaching Professor.



Shane Jimerson received the 2022 Senior Scientist in School Psychology Award from Division 16 of the American Psychological Association. He also received the 2023 National Association of School Psychologists Lifetime Achievement Award.

Gevirtz School Fellowships 2023-2024

ENDOWED FELLOWSHIPS

Ann Parkinson Kaganoff Family Endowment for Literacy

The Ann Parkinson Kaganoff Family Endowment for Literacy was established to primarily provide fellowships to help recruit and support graduate students with a focus on the study and research of literacy, with a preference for graduate students affiliated with the Gevirtz School's McEnroe Reading and Language Arts Clinic.

Community Fellows Fund

The Community Fellows Initiative is an expanding partnership between the Gevirtz School, Santa Barbara Unified School District (SBUnified), SBUnified's Program for Effective Access to College (PEAC), and philanthropic investors including the James S. Bower Foundation, the Helen and Will Webster Foundation, and other supporters. Through the Gevirtz School's Community Fellows Fund, our school is able to offer full fellowships to recruit and support highly qualified, local graduate students who reflect the diversity of Santa Barbara and wish to join Santa Barbara's education workforce upon completion of their credentialing master's program in Teacher Education or School Psychology. These endowed Community Fellowships cover all tuition and fees for their credential programs. SBUnified compliments these generous fellowships by offering first-right-of-refusal to appropriate jobs in the district upon the fellows' completion of their master's programs.

Cynthia and Frederick Brinkmann Fellowship

Generously supports students pursuing teaching credentials in the Teacher Education Program.

Delaine A. Eastin Fellowship

Supports students pursuing an M.A. 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.

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, Dr. Atkinson was dedicated to making the Gevirtz School a place that is affirming for all. The award supports student research or a dissertation in the area of multicultural counseling psychology.

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.

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.

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.

Dr. Sabrina Tuyay Memorial Fellowship

For 12 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. Sabrina was distinguished by 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, write and think.

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.

Gevirtz Fellowship

Gevirtz Fellowships are awarded from an endowed fund dedicated to supporting GGSE programs, activities, and students who show promise for making 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.

James D. and Carol N. Dixon Graduate Fellowship

Supports M.A. 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.

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.

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.

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.

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.

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.

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.

Phillip and Helen Green Research Fellowships

Established in memory of Phillip and Helen Green. The fellowship supports graduate students with a commitment to research that supports democratic practices and equity of access for immigrant and second language students from lower socio-economic statuses. The overarching goal of this fellowship is to foster budding researchers who are identifying practices that support socially, culturally and academically diverse students in gaining access to American society. There is a selection preference for students aligned with and employing an ethnographic and/or discourse-based research approach.

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.

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.

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.

Special Education Fellowship established by Peggy and Dick Lamb

Supports aspiring special education teachers who are dedicated to a long-term professional commitment to work in school settings with students who qualify for special education services, as well as with their families.

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.

ANNUALLY FUNDED FELLOWSHIPS

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 cost of tuition and remove barriers to graduate education.

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.

William and Charlene Glikbarg Family Foundation Fellowship

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

Looking Back After 17 Years

BY GEORGE YATCHISIN

When I came to UC Santa Barbara in 1994, the site of the Education Building was the lot where I would park my car to go to teach in the Writing Program at South Hall.

After seven years as a lecturer in the Writing Program, and five years as Arts & Lectures' writer/publicist, I was hired by the Gevirtz School in 2006, as a communications coordinator, a title later elevated to director of communications. My first office was carved out of a dungeon-like, first floor storage space in Phelps Hall. That year Counseling, Clinical, and School Psychology was granted department status. It was a mere six years after Don and Marilyn Gevirtz gave their generous gift, leading to the school's name.

On July 1, 2023, after 17 years, four different websites, six different deans (counting acting deans), 16 years of annual magazines, over 2,500 press releases, 10,000 photos, and 500 flyers and posters, I have retired. My final workspace was a fourth floor corner office in a LEED-certified building housing solely the school.

But amidst all sorts of changes and challenges, some things remained constant measures of the GGSE's impact. Many of my most cherished memories cluster around commencement. To hear professors acclaim their students, to learn of the students' scholarly insights and activist achievements, to see their families come from far and wide to celebrate—it was powerful stuff. Students wrote award-winning dissertations on topics like bettering mental health for bisexual adolescents. Students won UCSB-wide awards for work developing STEM competence



Former Director of Communications George Yatchisin enjoying a Douglas Fir Martini, his backyard, and retirement.

and confidence among Isla Vista elementary school students.

The Teacher Education Program also provided me with a wealth of material to tout. Just the number of alumni that went on to win teacher of the year awards was impressive. To think the average educator will teach more than 3,000 students in their career—the world class training at Gevirtz shapes the world.

The school also developed programs like the Community Fellows, enabling people of diverse backgrounds to return to our community and serve students with whom they have common ground. Seeing those cohorts in our schools

when doing follow-up stories made clear the transformative nature of the program.

Alas, not everything improved in 17 years. While the term achievement gap has fallen out of use, there's still little doubt the haves have it better when it comes to educational opportunities. To help address those needs locally, I look forward to the Harding University Partnership School Community Resource Center to do for Santa Barbara's Westside what the Harlem Children's Zone did in New York.

Farewell Gevirtz School. Keep up everything you do—you all make the world better. Thanks for letting me work where what we do matters.

Photograph by Chrissy Yost

DONOR HONOR ROLL During the 2022-2023 academic year, the combined generosity of over 230 donors—including 104 alumni, 56 parents and friends, 45 faculty and staff members, current UC Santa Barbara Foundation trustees, and 20 foundations and organizations—supported student fellowships, impactful research, and clinical and programmatic activities in the Gevirtz School.

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For general questions or information about estate gifts please contact John Hammond, Assistant Dean of Development, jhammond@ucsb.edu 805-893-7695 or Megan Turley, Associate Director of Development, mturley@ucsb.edu 805-893-3501.

Gevirtz School Alumni Honors 2022-2023

Sonia Águila-González (TEP, MST, M.Ed., '98), teacher at Canalino Elementary School, was selected by the National Association for Bilingual Education (NABE) as its 2023 Teacher of the Year.

Britt Andreatta (Education, Ph.D., '98) wrote "Wired to Become: The Brain Science of Finding Your Purpose, Creating Meaningful Work, and Achieving Your Potential" (7th Mind Publishing, 2023).

Erin Beerer (TEP, ESC, M.Ed., '18) was recognized as Family Educator of the Year, K-8, by the Autism Society of Ventura County.

Joseph Bishop (Education, Policy, Leadership, Organizations, Ph.D., '08) edited the book, "Our Children Can't Wait: The Urgency of Reinventing Education Policy in America" (Teachers College Press, 2022).

Alma Boutin-Martinez (Education, Ph.D., '14) and **Lorna Gonzalez** (Education, Ph.D., '18) wrote, with Dr. Joseph Hoey, the chapter "Evaluation and Assessment Models in Online Learning" in the recently published "Handbook of Online Learning in Higher Education" (Fielding University Press 2021).

Theodore Burnes (CCSP, Ph.D., '06) wrote, with Jamila M. Dawson, "Essential Clinical Care for Sex Workers: A sex-positive handbook for mental health practitioners" (Penguin/Random House 2023). Burnes also co-edited, with Dr. Michelle D. Vaughan, "The Handbook of Consensual Non-Monogamy: Affirming Mental Health Practice" (Rowman & Littlefield, 2022).

Kathy Fox (Education, Ph.D., '03) co-edited, with Laura Szech, the "Handbook of Research on Family Literacy Practices and Home-School Connections" (IGI Global 2022). In addition, Fox received the Distinguished Teaching Professorship Award and the Board of Trustees' Teaching Excellence Award, the most prestigious award conferred at the University of North Carolina Wilmington.

Michael Furlong (Education, Ph.D., '80) was selected by the National Center for School Mental Health (NCSMH) as the recipient of the 2022 School Mental Health Research Award.

Audrey Harkness (CCSP, Ph.D., '16) wrote, with John Pachankis and Skyler Jackson, "Transdiagnostic LGBTQ-Affirmative Cognitive-Behavioral Therapy: Therapist Guide" (Oxford University Press 2022).

Levi C. Maaia's (Education, Ph.D., '18) "Pathways to Invention" won the best documentary feature award at the 2022 Los Angeles Independent Film Festival. Maaia also won the award for best director and co-won the award for best producer with Noah Mark.

Em Matsuno (CCSP, Ph.D., Counseling Psychology, '19), assistant professor of counseling and counseling psychology at Arizona State University, has been recognized by ASU's College of Integrative Sciences and Arts with the Outstanding Faculty Research Award for an early-stage scholar.

Elsy Mora (TEP, SST/Mathematics, M.Ed., '21) was named a 2022 Distinguished New Educators by the Santa Barbara County Education Office.

Lois Phillips (Education, Ph.D. '87) wrote, with Anita Perez Ferguson, "9 Fast and Flawless Presentations for Women Speakers: Templates and Worksheets."

Brent Pillsbury (TEP, M.Ed., SST, '95) wrote, with Ron Archer, "Screens Down: An Unapologetic Vision of Good Teaching When Technology is a Passenger, Not the Driver."

Verónica Ramos (TEP, MST, M.Ed., '11) was recognized by the Rotary Club of Santa

Barbara for her outstanding service and dedication as a sixth-grade, Spanish Dual-Immersion teacher at Adelante Charter School.

April Regester (Education, Ph.D., '09) received the 2022 Chancellor's Award for Excellence in Service from the University of Missouri-St. Louis.

Jacqueline Reid (Education, Ph.D., '12) was appointed as a 2nd District Commissioner for the County of Santa Barbara's Commission for Women.

Audra Skukauskaitė (Education, Ph.D., '06), with Distinguished Professor Emeritus Judith Green, co-edited "Interactional Ethnography: Designing and Conducting Discourse-Based Ethnographic Research" (Routledge 2022).

Emily Solari (Education, Ph.D., '07) was a major contributor, in collaboration with the University of Virginia (UVA) School of Law and Virginia State Delegate Carrie Coyner, to the development and recent passage of the new Virginia Literacy Act (VLA).

Kendall Stevens (TEP, SST/Social Science, M.Ed., '21) was named a 2022 Distinguished New Educators by the Santa Barbara County Education Office.

Trinity Suriano (TEP, M.Ed., ESC, '21) was named Anne Darling Elementary's Employee of the Year by the San José Unified School District.

Danielle Whitaker (TEP, MST, M.Ed., '03) received a 2022-23 Excellence in Teaching Award from UC Santa Barbara's Graduate

Student Association.

Gregory Wolf (TEP, M.Ed., SST History/Social Studies, '13) was named the Santa Barbara County Education Office 2024 Teacher of the Year, and also earned the 2024 California Teacher of the Year Award.



Britt Andreatta



Gregory Wolf