

LAUNCH

Map illustration by Deja Hsu



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ON THE COVER:

TEP candidate

Isabella Garcia-Bernasconi

and cooperating teacher

Cameron Hatcher-Day,

at La Colina Junior High School
in Santa Barbara.

Welcome From Jill Sharkey Interim Dean

Dear Gevirtz School Community,

It is a great honor to serve this year as the Interim Dean. I joined this community in 1999 as a student, earning my M.Ed. in 2001, my school psychology credential in 2002, and my Ph.D.

in Education in 2003.

After juggling part-time jobs as a school psychologist in the Santa Barbara Unified School District and as a postdoc, researcher, and lecturer for GGSE, I committed full-time to the GGSE in 2007 as an Academic Coordinator (2007-2012), Teaching Professor (2012-2018), and Full Professor and Associate Dean (2018-



2025). Despite the twists and turns, my career path has had a singular focus - to be immersed in teaching, research, service, and administrative work that transforms systems to better serve their communities.

This year we have unique challenges and opportunities that we must navigate strategically in order to continue to thrive.

We face unprecedented obstacles at the federal level with the dismantling of the U.S. Department of Education, and defunding federal grants, K12 schools initiatives, and programs serving marginalized communities. For example, termination of our \$5.4 million JEDI training grant (Promoting Justice Equity, Diversity, and Inclusion in Mental Health Services) leaves dozens of students in our school psychology program with a shortfall between their guaranteed funding and the grant to pay for it. Termination of the \$1 million technical assistance grant, METRICS (Establishment of the Mental Health Evaluation, Training,

Research, and Innovation Center for Schools) and the \$2.6 million LISTA (Increasing the Recruitment and Retention of Multilingual Teachers through the Language in Society Teaching Apprenticeship Program) follow the slashing of the U.S. Department of Education. These cuts (see ReLAUNCH page 1) have impacts beyond the loss of funding as members of our school, research partners, and communities fear for their livelihood, wellbeing, and safety.

The University of California is also impacted by the state's multi-billion dollar budget deficit; public university funding is considered discretionary, making it more vulnerable to cuts compared to other mandatory spending categories. Rising operational costs paired with state budget cuts require creative solutions.

Fortunately, there is much to look forward to. We are thrilled to welcome Chancellor Dennis Assanis, who is clearly a visionary with concrete goals and plans to address our headwinds while increasing our reputation as a top university. We also have progressively more diverse leadership across campus who collectively have the energy, ideas, and collaborative interdisciplinary focus to address the most complex issues we face.

The GGSE is lean and innovative. Our work is community facing and community engaged. We work in schools, nonprofit organizations, and community centers, alongside our partners, to build and test innovative programs to address pressing social issues. We value our Harding University Partnership School where we work closely with school

leaders and families to enhance the academic and emotional well-being of their students. Our faculty have been wildly successful at obtaining training grants that are crucial for recruiting and retaining the top talent to our graduate programs. We have numerous clinics and centers that provide specialty services to the Santa Barbara community such as the Healing Space, which provides psychological healing rooted in African- and Indigenous-centered frameworks, the Mind and Behavior Assessment Clinic, which provides neuropsychological assessment, the Parent Child Interaction Therapy Clinic, which teaches parents of children ages 2 to 7 how to increase positive behaviors in their children, The Koegel Autism Clinic, which provides person-centered autism support services and research, the McEnroe Reading & Language Arts Clinic, which provides intensive, research-based instruction, and so much more.

This year we are guided by a 2025-2026 strategic plan that focuses on community building; mentorship; research & development; diversity, equity, & inclusion; marketing & visibility; and academic programs. Examples of some of our initiatives include finalizing plans for an undergraduate major, adding certificate and summer programs, building additional layers of mentoring and support, and expanding our webpage to include an enhanced alumni section, all while increasing the visibility of the great work conducted by our faculty, students, and staff.

Our motto this year is "Knowledge is Power, Community is Strength." We invite you to engage with us and support our endeavors. We need you more than ever before - for new ideas, opportunities, and funding.

Best wishes,

Jill Sharkey

A Gold-Star Partnership: Cooperating Teachers and TEP Candidates

Local teachers across southern Santa Barbara County give the symbiotic relationship high marks.



Anticipation fills the air on the first day of school, with nervous energy and new outfits on full display among thousands of K-12 students. Another group of older students also feeling nervous and excited are candidates in the Gevirtz School Teacher Education Program (TEP), who will begin their journey as student teachers, working in local classrooms, side-by-side with professional teachers who have agreed to serve as mentors, called

“cooperating teachers.” Together they will build the classroom communities that will foster learning for the subsequent 180 days.

Gevirtz School TEP candidates provide invaluable assistance to cooperating teachers in many ways - before, during and after classes. And it’s not just the TEP candidates who are learning from their cooperating teachers.

“It’s a symbiotic relationship,” said Victoria “Tory” Harvey, director of the Gevirtz School Teacher

Education Program. “The mentor teacher and teacher candidate learn from one another as the mentor shares strong, well-developed practices, while the candidate brings new ideas and pedagogies”

The benefits of gaining knowledge in the newest pedagogy and research the TEP candidates bring is cited as a primary reason for teachers to participate in the mentorship agreement. Cooperating teachers from K-12 schools across multiple school districts in southern

Santa Barbara County mentor approximately 80 TEP candidates every year. Each TEP candidate spends time with at least one cooperating teacher, and some work with up to three different mentors. Collectively, TEP candidates assist in shaping the learning experiences of more than 2,000 students during the school year.

“Being a cooperating teacher is an incredible opportunity because both the cooperating teacher and the teacher candidate learn so much from one another, as I have personally experienced,” said Leticia Lemus, a bilingual education specialist at Adelante Charter School in Santa Barbara, who has been a cooperating teacher for three years.

“The TEP teacher candidates contribute fresh ideas and research-based strategies. UCSB’s robust program prepares them well and equips them with resources that they, in turn, share with me, my colleagues, and our students,” Lemus added.

Cooperating teachers often relate that the TEP candidates broaden their view of their own teaching practices and prompt them to reflect on their methods.

“Having the (TEP) student teacher available to lead class instruction allows me to step back and observe my class from a different perspective than when I’m in front of the classroom,” said Cameron Hatcher-Day, an English teacher at La Colina Junior High in Santa Barbara.

At the beginning of the 2025 academic year, he mentored TEP candidate Isabella Garcia-Bernasconi, who is pursuing a teaching credential in English and a bilingual authorization.

“Isabella was wonderful in the classroom. She worked with students one-on-one, looked at their writing and gave suggestions when they were struggling with ideas,” Hatcher-Day said. “And she helped me to reflect on what we were teaching, by giving feedback and offering her own suggestions. It encouraged me to always continue to improve my practice.”

Even teachers who have been in classrooms for decades benefit



Leticia Lemus, cooperating teacher, Adelante Charter School



Socorro Chavez, cooperating teacher, Isla Vista Elementary

Photograph: SBCEO

from the fresh ideas and approaches that TEP students bring to them. Socorro Chavez, who has been teaching kindergarten classes at Isla Vista Elementary in the Goleta Union School District for 35 years, describes her teaching practice as “always evolving,” thanks to the influence of TEP candidates.

“A big part of taking on a student teacher is because they have the latest new knowledge about things that are going on in classrooms,” Chavez said. “They come in and tell me ‘oh we were reading about this,’ and then I start reading up on it after they’ve introduced it. So they’re

TEP continued on page 10



TEP candidate Anthony Galvan and cooperating teacher Charles Clow from San Marcos High School on their last day of teaching together.

Map illustration by Deja Hsu



Building Resilience and Well-Being

The Trauma-Informed Practices for Schools initiative supports California’s educators and students.

BY ASHLEY HABCHI '25

Adverse and potentially traumatic experiences remain all too common among school-

age children, leaving teachers, administrators, and staff working to meet the complex emotional needs of their students.

Gevirtz School professors (this page left to right) Erika Felix, Jill Sharkey, (page opposite left to right) Andrew Fedders, and Tim Dewar, developed the Trauma-Informed Practices for Schools initiative.

In response to this ongoing challenge, researchers at the UC Santa Barbara Gevirtz Graduate School of Education have developed the Trauma-Informed Practices for Schools (TIPS) initiative. It is a collaborative effort with local educators and James S. Bower Foundation to promote resilience, wellbeing, and thriving across school communities.

Launched by Gevirtz School professors Jill Sharkey and Erika Felix in the Department of Counseling, Clinical and School Psychology; and Andrew Fedders and Tim Dewar in the Department of Education, TIPS equips teachers, administrators, and future educators with tools to recognize and respond to student trauma while also supporting their own well-being. Research shows that two-thirds of youth experience at least one traumatic event before age 16, and many face ongoing struggles with anxiety, depression, aggression, or thoughts of self-harm.

“Teachers are on the frontline of supporting students and are often the first adults to notice when something isn’t right,” said Felix, professor of clinical psychology, and associate dean for research and outreach. “They see the impact of trauma every day in the classroom. Our goal is to make sure they have the tools and confidence to respond in ways that promote healing and learning.”

Now in its fourth year within the Gevirtz School’s Teacher Education Program (TEP), the TIPS curriculum continues to evolve and expand to meet the changing needs of educators and students.

“What’s great is that we are getting teachers before they enter the field,” said Felix. “They’re still doing their student teaching, just launching their careers.”

By integrating trauma-informed training into the early stages of teacher preparation, the Gevirtz School aims to create a new



UC Teacher Education Programs across California,” she said. “Eventually, we want to help change the state standards so TIPS is integrated.”

The initiative has also reached an important milestone: The TIPS class in TEP can now operate without

external grant funding. “That’s a big accomplishment,” Sharkey said. “We’re at a point where the class is embedded within the curriculum.”

Looking ahead, the TIPS team would like to train school psychologists and lead teachers to deliver TIPS workshops within their own districts. This “train-the-trainer” model would allow schools to build internal capacity and ensure trauma-informed approaches become an integral part of everyday school culture rather than a one-time training.

“We want to equip other school districts with the tools and expertise to take care of their people,” said Sharkey. “When educators feel supported, they’re better able to support their students.”

Felix emphasized that sustainability and collaboration generation of educators who understand the profound effects of trauma on student learning and behavior—and who feel equipped to respond with empathy and evidence-based strategies.

Recently, the TIPS team piloted professional development days in the Lompoc Unified School District. This version expanded the training format from shorter weekly sessions to larger, focused learning blocks that allowed teachers to engage more deeply with the material. The updated program also introduced new modules on grief and immigration-related stress, and included dedicated time for teachers to reflect and connect with peers.

“Each year, we update TIPS based on what teachers are requesting from us,” said Felix. “We’ve also increased the rigor of our evaluation process to better understand how these trainings are impacting educator confidence and student support.”

As part of the Lompoc pilot, Gevirtz School researchers collaborated with district leaders to evaluate a wide range of professional development offerings, most centered on social-emotional learning, and found consistent positive growth: “We saw the most growth in the areas we targeted,” Felix noted, “particularly in teachers’ confidence and understanding of trauma-informed practices.”

According to Sharkey, professor of school psychology and interim dean at the Gevirtz School, the long-term goal is to make trauma-informed education a standard part of teacher training statewide.

“We’d love to partner with other

remain at the heart of the program’s success. “Our current efforts are focused on equipping teacher candidates and local districts with practical, sustainable tools,” she said. “By strengthening the support systems around teachers, we strengthen the support systems for students.”

For the TIPS team, the project is not only professional but also deeply personal.

“This has been such a passion project for Jill and me, along with the rest of our team,” said Felix. “Jill is a school psychologist, and my mom was a kindergarten teacher. I grew up hearing about the challenges students face and how much teachers care about helping them. From the beginning, we wanted to make sure trauma-informed practices were reaching classrooms where they could really make a difference.”

That personal connection has shaped TIPS’ development, ensuring the program grows directly from educator and student feedback.

“Most importantly,” Felix added, “we want to make sure the work continues to serve people well. Teachers feel empowered, supported, and ready to help students thrive.”

“Teachers are on the frontline of supporting students and are often the first adults to notice when something isn’t right... Our goal is to make sure they have the tools and confidence to respond in ways that promote healing and learning.”

~ ERIKA FELIX



The OpEd Project

From the Campus to the World

The OpEd Project and Public Voices Fellowship elevate the ideas of underrepresented experts.

BY EMILY KE '28

UC Santa Barbara cultivates scholars and educators who research and advocate for causes that influence and shape the world. To help share the fruits of research beyond academia, the Public Voices Fellowship at UCSB, in partnership with the national OpEd Project, offers a training program for faculty to hone their skills in writing opinion pieces for national and international media to reach a broader public audience.

The goal of the fellowship is to

elevate the ideas and contributions of underrepresented expert voices – across race, class, and age – to address important issues and problems. UCSB's fellowship launched its first cohort in March 2024, including 20 scholars from multiple departments across campus. The first cohort included three faculty from the Gevirtz Graduate School of Education's Department of Counseling, Clinical & School Psychology: Erika Felix, professor of school psychology, and associate dean for research and outreach;

Maryam Kia-Keating, professor emeritus of clinical psychology; and shola shodiya, assistant professor in counseling psychology.

In August 2025, the program entered its second year at UCSB, with three GGSE faculty: Jill Sharkey, professor of school psychology and interim dean; and from the Department of Education: Hui-Ling Malone, assistant professor of education; and Mayra Puente, assistant professor of higher education research.

For Malone, who focuses on K-12 educational justice and equity, the fellowship offers a transformative platform to amplify the experiences of underrepresented voices. With the support of the fellowship, Malone wrote the op-ed published in *VISIBLE Magazine*, "Cutting the Department of Education Harms Black Students," which talks about her work on vulnerable populations in education systems.

In another op-ed, Malone wrote about the healthcare disparities experienced by women of color. Her op-ed, "We need more than Trump's 'Baby Bonus' to encourage a healthy growing society," also published in *VISIBLE Magazine*, shared her personal experience of giving birth in a hospital.

"I wrote about what it was like to be a woman of Black (and Asian) descent, giving birth, and experiencing microaggressions—it was a pretty racialized and traumatic experience," Malone said, adding that she received praise and support from many who read her article. "It was nice to write about it and have people connect with me. It was sort of healing to let that piece out into the world."

Marya Puente, assistant professor of higher education, studies the college access and choice processes of rural Latinx students from migrant farmworker backgrounds in California. When Puente published her op-ed, "Why Many Rural Latinx Students Choose a College Close to Home," in *Inside Higher Ed*, she received heartfelt messages from individuals who said that her op-ed reflected their own experiences.

"It (the fellowship) bridges the gap between research and the people it's meant to serve," Puente explained. "My favorite part has been expanding the reach and impact of my scholarship, transforming findings that might otherwise remain behind journal paywalls into narratives that resonate and inspire action."

To increase the diversity of voices, Public Voices builds a nurturing community that affirms and empowers all identities from any discipline. As the fellowship assembles scholars from underrepresented backgrounds, it encourages a collaborative learning

environment in which individuals grow beyond their own disciplines. Working across departments formulates knowledge exchange, inspiration, and collective strength.

"While our fields may differ, we are united by shared concerns for equity, humanity, and justice," Puente said. "Hearing what issues moved my colleagues and collectively reflecting on their broader implications was inspiring."

On a technical level, Public Voices provides participants with a systematic approach to bringing their research and perspectives into the public sphere, such as a series of interactive workshops to discuss how ideas spread and change,

the professional suggestions she receives. The coaches also provide the view as an outsider with minimal academic-level knowledge.

"They don't coach us from top to bottom. We have our ideas, and they help sharpen them," Malone said. "They also can ensure that even someone who knows nothing about my topic can understand and digest it." For Puente, who had little experience in op-ed writing when she joined Public Voices, the fellowship has given her the technical skills and confidence to master a brand new writing format that can connect with a large audience much faster than publishing in academic journals, she said, and the



"It's necessary to have our voices out there to create change."

~ HUI-LING MALONE
ASSISTANT PROFESSOR
EDUCATION

and how the scholars' voices could help shape public discourse.

Encouraged to leverage her voice, skills, and knowledge, Malone discovered that "it's necessary to have our voices out there to create change."

"I'm trying to solve issues, understand the root cause, and then put something out in the world that people can grasp onto to make a difference. Public Voices has been really great in that way," Malone said.

Participants are also teamed with accomplished journalist coaches to help the scholars shape their op-ed drafts into clearly written pieces that can connect with the public audience.

Guided by her coaches, Malone values the encouragement to write on the issues she cares about and

approach invites more individuals to engage in impactful dialogue.

"What I've appreciated most is how quickly public writing allows you to shape conversation, enter dialogue with broader audiences, and connect with people who care deeply about the same issues. Almost in real time," Puente said. "It has transformed my approach to sharing my research."

She firmly believes that more schools and educational institutions should realize the impact of programs like Public Voices.

"Making knowledge accessible to those who might otherwise encounter paywalls or academic barriers should be seen not as peripheral work," Puente said, "but as central to the mission of public higher education."



"The fellowship bridges the gap between research and the people it's meant to serve."

~ MAYRA PUENTE
ASSISTANT PROFESSOR
EDUCATION

Photograph by Oll Thacher

Faculty Appointments, Awards & Book Publications 2024-2025



Lucy Arellano, associate professor in the Department of Education, has been appointed to associate dean and faculty equity advisor.



Tarek Azzam, professor in the Department of Education, has received the 2025 American Evaluation Association's Research on Evaluation Award.



Janine Jones, associate vice chancellor for Graduate Affairs and Anne and Michael Towbes Dean of the Graduate Division, has a faculty appointment in the Department of Counseling, Clinical and School Psychology.



Maryam Kia-Keating was appointed professor emeritus in the Department of Counseling, Clinical & School Psychology.



Rachel Lambert, associate professor in the Department of Education, received recognition for her book "Rethinking Disability and Mathematics: A UDL Math Classroom Guide for Grade K-8" (Corwin 2024) which earned an APEX 2025 Award of Excellence.



Jeff Milem was appointed professor emeritus and is the former Jules Zimmer Dean.



Amber Moran, associate teaching professor in the Department of Education, was promoted to teaching professor.



Katie Blackwell, pre-professional coordinator in the Teacher Education Program, was promoted to continuing senior lecturer.



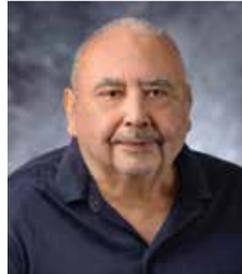
Fernanda Castellón has joined the Department of Counseling, Clinical and School Psychology as a new assistant professor and associate director of the Koegel Autism Center.



Andrés Consoli, professor in the Department of Counseling, Clinical and School Psychology, is a co-editor of a new book, "Forging Caminos: Pathways to Becoming a Bilingual Mental Health Professional" (American Psychological Association 2025).



Yixiao Dong has joined the Department of Education as a new assistant professor.



Richard Duran was appointed distinguished professor emeritus in the Department of Education.



Maung Ting Nyeu, assistant professor in the Department of Education, has been appointed to chair of the Society for Research in Child Development (SRDC) Indigenous Caucus.



Arlene Ortiz, assistant teaching professor in the Department of Counseling, Clinical and School Psychology, has been appointed to coordinator of the Certificate of Bilingual School Psychology program.



Mayra Puente, assistant professor in the Department of Education, received the American Educational Research Association (AERA) Division D 2025 Early Career Award in Research and Methodology.



Carolyn Sattin-Bajaj has been promoted to professor in the Department of Education and appointed as graduate advisor.



Jill Sharkey, professor in the Department of Counseling, Clinical and School Psychology, has been appointed interim dean for the Gevirtz School.



Erika Felix, professor in the Department of Counseling, Clinical & School Psychology, has been appointed associate dean for research and outreach.



Jon Goodwin, associate teaching professor in the Department of Counseling, Clinical and School Psychology, has been appointed to clinic director of Hosford Psychological Services.



Danielle Harlow, professor in the Department of Education, has been appointed vice chair of the department.



Tania Israel received the 2025 Award for Distinguished Senior Career Contributions to Psychology in the Public Interest from the American Psychological Association. She was appointed professor emeritus in the Department of Counseling, Clinical and School Psychology.



Shane Jimerson, professor in the Department of Counseling, Clinical and School Psychology, is a co-editor of a new book "Handbook of School Psychology in the Global Context: Transnational Approaches to Support Children, Families and School Communities" (Springer 2024).



shola shodiya, assistant professor in the Department of Counseling, Clinical and School Psychology, has been appointed to director of the Healing Space clinic.



Steven Smith, teaching professor in the Department of Counseling, Clinical and School Psychology, has been appointed associate dean for academic personnel, at the UC Santa Barbara College of Creative Studies.



Miriam Thompson, associate teaching professor in the Department of Counseling, Clinical and School Psychology, has been appointed undergraduate advisor for the department.



Antar Tichavakunda has been promoted to associate professor in the Department of Education.



Elizabeth van Es, professor in the Department of Education, has been appointed associate dean for academic programs and faculty development.



TEP candidate Isabella Garcia-Bernasconi and cooperating teacher Cameron Hatcher-Day at La Colina Junior High.

TEP continued from page 3 teaching me, even though officially, on paper, I'm their mentor."

During each day of fieldwork, TEP students spend from four to eight hours at their assigned schools. By the spring, they are student teaching full time, arriving before students in the morning for preparations and staying until the final bell rings in the afternoon. The long days spent with dozens of students result in gaining the deep, rich experience that will shape the future educators.

"Overall I learned so much from Cameron and La Colina that has been truly invaluable!" said TEP candidate

Garcia-Bernasconi, who was the teacher candidate for mentor teacher Hatcher-Day. "I think the most valuable lesson I learned was the importance of routine. Kids thrive when they have clear expectations and practice those expectations every day."

Fellow TEP candidate, Anthony Galvan, who is pursuing a teaching credential in social science, was a teacher candidate for cooperating teacher Charles Clow in AP Government at San Marcos High in Santa Barbara.

"The most valuable lesson I learned from my

time in Mr. Clow's classroom was understanding what an engaging and student-centered social science class should look like. His teaching philosophy revolves around discussion and active participation," Galvan said.

"I never saw him operate from a place of authority over students. Instead, he served as a facilitator of conversation. He encouraged students to be explorers in their own education, where they navigate with high engagement and high agency in their learning," he added.

An alumnus of TEP, Clow shared how his cooperating teachers influenced him during his early training and later in his decision to also participate in the Gevirtz School program.

"I remember the significant positive impacts my cooperating teachers made on me. I wouldn't be where I am today if not for (those teachers). The chance to be the type of mentor that I had was too good to pass up," Clow said.

Some cooperating teachers hesitated when first approached to participate in the program, as was the case for Henly Ngai, ESN Special Education Teacher at Mountain View Elementary School, in the Goleta Union School District.

"Initially, I declined the opportunity to be a cooperating teacher because I thought it would

add more work to my plate," Ngai explained. "However, after my first experience mentoring a TEP student, my perspective completely changed. Now, entering my 17th year of teaching, I truly believe that real classroom experience is just as important as coursework and theory."

"I've had the privilege of mentoring eight TEP student teachers over five years, and I can still remember each one of them and their qualities," Ngai added.

Collectively, TEP candidates assist in shaping the learning experiences of more than 2,000 students during the school year.

TEP candidates often leave long lasting and positive impressions on their cooperating teachers as well as the students.

"My students love the (TEP) student teachers, and it's been that way every year," said Hatcher-Day at La Colina Junior High. He recalled that his students were filled with emotion when they learned that Garcia-Bernasconi would be leaving to start a new assignment.

"When Isabella told our first period class that it would be her last week, they all audibly gasped," he said. "They were so sad because she had built such a connection with them."

Clow at San Marcos High echoes the belief that TEP candidates excel at creating strong bonds during their preparation.

"They do an excellent job relating to students and developing relationships with them. They have made a positive impact on me," Clow said. "Just as teaching is a privilege, so too is mentoring. My teacher candidates make me better, and I'm so grateful to get to play a role in their development."



Henly Ngai, cooperating teacher, Mountain View Elementary

In Memoriam

Sheridan Blau 1939-2025 Professor Emeritus



Professor Emeritus Sheridan Blau passed away peacefully in his sleep on November 8, 2025. Blau taught full-time in the English and education departments from 1970 until 2009, serving as the director of the campus Composition Program (1984-1990) and lead of UCSB's Teacher Education Program in English (1986-2008). In 2006 he was honored by the UCSB Faculty Senate with a Distinguished Teaching Award. From 2009 until 2024, Blau was a professor of practice at Teachers College, Columbia University.

Born on March 10, 1939, Blau earned his B.A. at Rutgers

University and his M.A. and Ph.D. in English and American literature at Brandeis University, before becoming an assistant professor of English at the University of Michigan where he taught before moving to UCSB.

Blau collaborated with Professors Carol Dixon and Stephen Marcus and local teachers to establish the South Coast Writing Project (SCWriP) in 1979. As a site of the California Writing Project and National Writing Project, SCWriP provides innovative professional learning opportunities to teachers of all subject areas, grades K to college.

In 2007 he was awarded the NCTE Distinguished Service Award to the profession of English through professional leadership, contributions to teaching, and exemplary writing.

His award-winning The Literature Workshop: Teaching Texts and Their Readers established new ways to write about teaching.

Truly a global leader in his field, Professor Blau was a devoted teacher and mentor.

Blau is survived by his wife, Cheryl Hogue Smith; his children, Jessica Anya Blau and Rebecca Summer.

Shortly before he passed, Blau established the Sheridan Blau Fund for SCWriP and Teachers of Literature and Writing. Memorial gifts to this fund can be made at <https://give.ucsb.edu/sheridan-blau-fund>. Questions about giving can be directed to John Hammond at jhammond@ucsb.edu.

Larry Beutler 1941-2024 Professor Emeritus



Professor Emeritus Larry Beutler passed away peacefully at his home in El Dorado Hills, California, on November 21, 2024, after a short but courageous battle with cancer.

Beutler taught at UC Santa Barbara from 1990

-2002, in the Department of Counseling, Clinical and School Psychology. He had a long and distinguished career as a research psychologist, professor, and mentor, leaving a lasting impact in the field of clinical psychology.

He was born on February 14, 1941 in Logan, Utah, and raised in Idaho Falls, Idaho. He received his Ph.D. in clinical psychology from the University of Nebraska and served on the faculties of Duke University Medical Center, Baylor College of Medicine, and Palo Alto University's Pacific Graduate School of Psychology.

In 2000 he was a recipient of the Senior Distinguished Career award from Society for Psychotherapy Research (SPR). He applied his knowledge of psychology to social issues, pioneering a program to promote healing through equine therapy for survivors of domestic abuse, and serving as the past director of the National Center for the Psychology of Terrorism.

He is survived by his wife, Jamie Beutler; children Jana Beutler LaFreniere, Kelly Beutler Wells, Ian David Beutler, and Gail Beutler Crawford; and four grandchildren.

Gevirtz School Staff Awards 2024-2025



Ector Flores-Garcia Gevirtz School Staff Citation of Excellence Award

Ector Flores-Garcia, senior research administrator at the Gevirtz Graduate School of

Education, has received the GGSE 2024-2025 Staff Citation of Excellence Award. He was recognized for his talents, skills, and contributions in ensuring high quality grant proposals and budget monitoring. Flores-Garcia earned his bachelor's degree in sociology from UC Santa Barbara in 2021 and joined the Gevirtz School as a research administrator in 2022. In October 2024 he became the senior research administrator leading the Gevirtz School's contracts and grants team.



Boris Placencia UCSB Staff Citation of Excellence Award

Boris Placencia, manager for finance and administration at the Gevirtz Graduate School of

Education, received a 2024-2025 UC Santa Barbara Staff Citation of Excellence Award. Placencia was recognized for his commitment, dedication, and outstanding work at the Gevirtz School. The UCSB Staff Citation of Excellence Award is given to 10 career staff recipients across campus. Placencia earned his bachelor's degree in economics from UCSB in 2011, and an MBA from Pepperdine in 2015. He began his career at UCSB in 2012 and joined the Gevirtz School in 2021 as the finance and administration manager on the senior management team.

Gevirtz School Alumni News 2024-2025



Britt Andreatta



Nicole Caiazza



Andrew Young Choi



Katie Eklund



Jazzmyn Ward



Natalie Wilkes

Britt Andreatta (Education, Ph.D. '98), CEO of Brain Aware Training, has published a second edition of her book "Wired to Resist: The Brain Science of Why Change Fails and a New Model for Driving Success" (7th Mind Publishing, 2025).

Jacob Boone (TEP, '13), a special education teacher at Dos Pueblos High School in Santa Barbara, received the Special Education Teacher of the Year award from the Santa Barbara County Special Education Local Plan Area.

Nicole Caiazza (TEP, '07), a social studies and AVID teacher at La Cumbre Junior High School in Santa Barbara, was named a 2026 Distinguished Mentor by the Santa Barbara County Education Office.

Andrew Young Choi (CCSP, Ph.D. '19; Education, M.A. '18), assistant professor at Pace University in New York City, has earned a specialty board certification from the American Board of Professional Psychology (ABPP).

Katie Eklund (CCSP, Ph.D. '11), professor of educational psychology at University of Wisconsin-Madison, received the UW-Madison 2025 Chancellor's Distinguished Teaching Award.

Kerry Kelly (Education, M.Ed. '93) has been elected vice chair of the board of directors for Jodi House in Santa Barbara.

Please send alumni news to:
mzate@ucsb.edu

Rosemary Tafoya (TEP '18), a special education teacher at Cleveland Elementary in Santa Barbara, received a Special Education Teacher of the Year award from the Santa Barbara County Special Education Local Plan Area.

Jazzmyn Ward (CCSP, Clinical Psychology Ph.D. '23) received the 2025 Dissertation Award from the Trauma Psychology Division of the American Psychological Association.

Natalie Wilkes (TEP, M.Ed. '11), a first-grade teacher at Monte Vista Elementary in Santa Barbara, has been named the 2026 Santa Barbara County Teacher of the Year by the Santa Barbara County Education Office.

ALUMNUS SPOTLIGHT

Finding the Road Less Traveled

BY DAVID C. FORMAN

GGSE 1971-1975, author of best-selling books "Fearless HR" and "Fearless Talent Choices," adjunct professor at Pepperdine Graziadio Business School



David Forman, center in white shirt, in Red Cloud, Nebraska, 1973.

This is where it started for me. Fresh out of the UCSB Gevirtz Graduate School of Education, my first job was as a learning scientist on a National Endowment for the Humanities (NEH) sponsored multidisciplinary course on the cultural history of the Great Plains. Here I was, far from Santa Barbara, with treasured colleagues and the Pulitzer Prize winning author and historian Wallace Stegner. We were at the prairie home of Willa Cather in Red Cloud, Nebraska.

Little did I know that this rather unique experience would lead me to living abroad with my family, leading a \$45 million company, teaching on six continents, writing nine books, and working with Fortune 500 companies.

My time at the Gevirtz School was unusual. After finishing my undergraduate studies at UCSB and

spending four years in the Air Force during the Vietnam era, I married my favorite gaucho and returned to UCSB. I was interested in the role of education and schooling in the developing world and the Gevirtz School had a niche program in international education under the guidance of Murray Thomas (professor, Education Department, 1962-1991).



David Forman

No one much understood what I was doing as virtually everyone else was destined to be a teacher, counselor, or school administrator. I was an outlier, and on many occasions wasn't sure where I was headed. But I kept on searching and exploring under Murray's direction.

Then opportunity presented itself from the experiences and colleagues I met in Nebraska, of all places. Among valued colleagues was Roger Sell who was also at UCSB and had initially suggested I consider this opportunity in the middle of the country.

Interestingly, at this time, a growing new market need was developing for organizations and companies wanting to take a more systematic approach to improving the knowledge, skills, and capabilities of their people and teams. Experts and skilled learning professionals were being hired for these purposes.

This story is about what I learned on this journey. It is about changing direction and how the Learning & Development (L&D) profession might deal with the challenges that lie ahead. It is also about how the people I met and the experiences I gained while at the Gevirtz Graduate School of Education prepared me for a career that I had not imagined.

Six Behaviors for Learning and Development (L&D) Professionals Moving Forward

My first big lesson was that L&D professionals don't supply courses and grant certifications—they solve business problems, improve experiences for customers, help achieve strategic advantage, and sharpen business performance.

More specifically, these six behaviors helped pave my way.

1. Become a Better Business Person

Before L&D professionals can be successful in their role, they must gain the respect of business colleagues. The best pathway to enhanced respect and credibility is to demonstrate to colleagues that you are just as committed to improving the business as they are. Your goals are their goals.

2. Experiment with New Approaches, Discover What Works and Doesn't, and Adapt

There are two types of organizations today: The quick and the dead.

Forman continued on page 15

The Gevirtz School of Education 2024-25 Fellows

Photographs by Eric Chen '25



- Lorena Gutierrez**, Gevirtz Endowment Fellowship
- Munira Hailati**, Philip and Helen Green Fellowship
- Cassandra Harvey**, Gevirtz Endowment Fellowship, President's Educator Fellowship
- Kiyana Hensley**, Gevirtz Endowment Fellowship, Special Education Fellowship (Lamb), Vivian Guerrier Hope Scholarship
- Emily House**, Dr. J Student Teacher Fellowship
- Hannah Hydorn**, Dr. J Student Teacher Fellowship, Peggy Frederickson Education Fellowship
- Mikayla Koning**, Dr. J Student Teacher Fellowship

- Marcela Alvarez**, James and Carol Dixon Fellowship
- Maira Anaya-Lopez**, CCSP Alumni Fellowship
- Karina Aragon**, Hosford Memorial Fellowship, Gale and Richard Morrison Fellowship
- Amanda Bartos**, Marika Ann Critelli Memorial Scholarship, Martha Aldridge Memorial Fellowship
- Aniela Bordofsky**, Thomas G. Haring Memorial Fellowship
- Jim Cecil**, President's Educator Fellowship
- Sherry Chien**, Dorothy Chun & Joseph Polchinski Fellowship
- Jacquelyn Chin**, Hosford Memorial Fellowship
- Lindita Djokovic**, Hosford Memorial Fellowship
- Yuanyuan Dong**, Dr. J Student Teacher Fellowship, President's Educator Fellowship
- Kristina Esopo**, Hosford Memorial Fellowship
- Meghan Evans**, Hosford Memorial Fellowship
- Marie Fernandez**, Dorman Commons Fellowship
- Jason Fly**, Hosford Memorial Fellowship
- Jackie Garcia**, Gevirtz Endowment Fellowship
- Jada Garcia**, Dr. J Student Teacher Fellowship
- Liliana Garcia**, Delaine A. Eastin Fellowship
- Daylee Garcia-Martinez**, Dr. J Student Teacher Fellowship, Marika Ann Critelli Memorial Scholarship
- Damaris Garcia Valerio**, Donald R. Atkinson Diversity Enhancement Award
- Sierra Gilligham**, Dr. J Student Teacher Fellowship
- Eleanor Gilmore**, Gevirtz Endowment Fellowship, Patty Hopkins-Acos Memorial Fellowship
- Jessica Granados**, Community Fellows
- Juana Gutierrez**, Gevirtz Endowment Fellowship, President's Educator Fellowship, Vivian Guerrier Hope Scholarship

- Sarely Licona**, Hosford Memorial Fellowship
- Isabel Lopez**, Hosford Memorial Fellowship
- Jacqueline Lopez**, Lee Broadbent-Vern Persell Scholarship in Applied Psychology
- Clarissa Macias**, Community Fellows
- Molly Murphy**, Dr. Sabrina Tuyay & Gevirtz Endowment Fellowship
- Dogukan Ozgen**, Ann Kaganoff Family Endowment for Literacy
- Evie Page**, Dr. J Student Teacher Fellowship
- Caroline Palumbo**, Marika Ann Critelli Memorial Scholarship, President's Educator Fellowship
- Emanuel Perez**, Hosford Memorial Fellowship
- Angela Pollard**, Hosford Memorial Fellowship
- Nicole Ramirez**, CCSP Alumni Fellowship
- Anthony Ramos**, Gevirtz Endowment Fellowship
- Mercy Rudolph**, Dorman Commons Fellowship
- Courtney Ruiz**, Gevirtz Endowment Fellowship, TEP Alumni Fellowship
- Izzy Serrao**, Lee Broadbent-Vern Persell Scholarship in Applied Psychology (undergrads)
- David Tran**, Cynthia & Frederick Brinkmann Fellowship
- Amber Vicari**, Dr. J Student Teacher Fellowship
- Nato Villa**, Dr. J Student Teacher Fellowship, Vivian Guerrier Hope Scholarship
- Laurel Weitz**, Dr. J Student Teacher Fellowship
- Abby Welch**, Dr. J Student Teacher Fellowship
- Paige Wheeler**, Dr. J Student Teacher Fellowship
- Grace Willens**, Dr. J Student Teacher Fellowship
- Samantha Wilson**, Lee Broadbent-Vern Persell Scholarship in Applied Psychology

Forman continued from page 13
The speed of change is a defining characteristic of these times, and organizations that are hierarchical, layered, and control-driven are too slow and cumbersome. Vibrant organizations today embrace change, test the limits, try new approaches, discover what works, and adapt.

3. Provide Systems and Techniques for Colleagues to Share Wisdom and Insights

A past leader of Hewlett Packard once said: "If HP only knew what HP knows, we would be three times more profitable." HP is not alone. Most organizations have done a poor job unlocking the shared knowledge and insights held by their employees.

4. Instill, Embed, and Live Cultural Values

Many organizations pay lip service to their cultural values. Great companies live them every day. These values must be defined clearly, communicated in a compelling

manner, made visible to multiple audiences, and be credible to the entire workforce.

5. Equip Others to Learn Quickly and Deeply

It is important to embrace the new technology but understand its limits. Learning deeply (and not superficially) is probably more important to achieve lasting change and improved performance. 'Deep learning skills,' such as curiosity, anticipating change, learning velocity, influencing others, and resilience, are more vital than ever.

6. Be Fearless

For L&D to become recognized as a greater strategic contributor, bold, decisive, and fearless actions are required. It takes an inner strength and commitment to deal with the ups and downs. But the rewards can be so powerful.

These six behaviors have enabled me to see opportunity where others might just see roadblocks or

problems. When I reflect on why this is the case, I always come back to the Gevirtz School: The people I met, the support I received, the skills I learned, and the experiences I gained.

One more twist to my journey. Because my first job in Nebraska led to others and then to others, I never did finish my doctorate. I was committed to gaining more practical experiences that would help me in the new context I had chosen.

Some would consider this lack of completion to be a failure of sorts. To me, nothing could be further from the truth. I would not be close to where I have been without the lessons and experiences gained at UCSB. And I will always be indebted to how the Gevirtz School enabled me to chart my own path in an uncertain and fast-changing world. This, I think, is its greatest gift of all.

This is a condensed version from a longer article written by David Forman. Read more here: <https://bit.ly/49uGGWd>



The 2025 GGSE Fellowship Breakfast was held on January 24, 2025, to recognize students who have received fellowships and the community supporting them. Fellowships were awarded to 53 students, with funds totaling over \$255,000.

The Gevirtz School of Education 2025-2026 Fellowships

ENDOWED FELLOWSHIPS

Ann Parkinson Kaganoff Family Endowment for Literacy

Supports graduate students studying literacy, with preference for those affiliated with the McEnroe Reading and Language Arts Clinic.

Community Fellows Fund

Provides full fellowships to graduate students from low-income, first-gen, and bilingual backgrounds who are enrolled in Teacher Education or School Psychology credential programs. The fellowship is accompanied by the first right of refusal on available jobs in the Santa Barbara Unified School District after graduation.

Cynthia and Frederick Brinkmann Fellowship

Supports students in the Teacher Education Program as they pursue teaching credentials.

Delaine A. Eastin Fellowship

Supports first-generation students who show academic promise, pursuing an M.A. or Ph.D. in Education

Donald R. Atkinson Diversity Enhancement Award

In honor of Professor Donald R. Atkinson, this award supports research or dissertations in multicultural counseling psychology.

Dorman Commons Fellowship

Supports financial aid for graduate students in the School of Education, specifically classroom teachers or professional educators, in memory of Dorman Commons.

Dorothy M. Chun and Joseph Polchinski Fellowship

Supports students in the Applied Linguistics Emphasis focused on second language acquisition.

Dr. J Student Teacher Fellowships

Recognizes promising Teacher Education candidates who exemplify the ideals of Dr. Richard Jamgochian.

Dr. Sabrina Tuyay Memorial Fellowship

In honor of Dr. Sabrina Tuyay, this fellowship recognizes teacher candidates dedicated to delivering effective literacy

and English instruction to elementary and/or special education students.

Gale and Richard Morrison Fellowship

Supports promising students across all Gevirtz School programs to advance public education.

Gevirtz Fellowship

This fellowship supports promising students across all Gevirtz School programs to advance public education.

James D. and Carol N. Dixon Graduate Fellowship

Supports M.A. or Ph.D. students focusing on reading or literacy, especially those involved in Reading Clinic work.

James Hong Memorial Research Fellowship Fund

Established in memory of UCSB student James Hong, this fund supports Counseling, Clinical, and School Psychology students researching school violence and youth safety.

Lee Broadbent-Vern Persell Scholarship in Applied Psychology

Supports upper-division undergraduates in the Applied Psychology minor with financial need. Established by Lee Broadbent ('62) in honor of his mentor, Vernon Persell.

Linda & David Forman Fund for Community Fellows Fund

A companion of the Community Fellows Fund, established by Linda & David Forman, that supports fellows from low-income, first-generation, and bilingual backgrounds.

Marika Ann Critelli Memorial Fellowship

In Memory of Marika Ann Critelli, this fellowship highlights and supports teaching credential candidates with a strong commitment to community service.

Martha Aldridge Promise Award

Established in honor of Martha Aldridge, a staff member, by her loved ones. The award helps top Teacher Education credential candidates transition into elementary teaching roles.

Patty Hopkins-Acos Memorial Fellowship

Recognizes special education credential

students who demonstrate passion and dedication similar to Patty Hopkins-Acos.

Peggy Fredericksen Memorial Fellowship

In memory of Peggy Fredericksen's teaching endeavors, this fellowship was created to support Teacher Education candidates with a commitment to K-12 education.

Phillip & Helen Green Research Fellowship

In memory of Phillip and Helen Green, this fellowship supports graduate students with a research focus on democratic practices and access for immigrant and second-language students.

Priscilla & Susan Drum Memorial Endowed Fellowship

Supports literacy-focused master's or Ph.D. students, especially those who have overcome adversity and show scholarly promise. This fellowship honors Priscilla Drum and her sister, Susan.

Ray E. Hosford Memorial Fellowship

In memory of Ray E. Hosford, Professor of Education, this fellowship provides merit-based support to Counseling Psychology doctoral students.

Special Education Fellowship

Established by Peggy and Dick Lamb, this fellowship supports aspiring special education teachers committed to long-term service in school settings.

Thomas G. Haring Memorial Fellowship

Established in memory of Thomas G. Haring, this fellowship supports students focused on special education and applied behavioral analysis.

Vivian Guerrier "Hope" Fellowship

In honor and memory of longtime GGSE staff member Vivian Guerrier, this fellowship recognizes Teacher Education credential candidates who persevere through hardship and inspire others with their resilience.

ANNUALLY FUNDED FELLOWSHIPS

Alumni Fellowships Funds for Education, CCSP, and TEP Graduate Students

Gevirtz School alumni-funded fellowships help offset tuition for graduate students who will soon join them as graduates.

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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