

COMMENCEMENT MARCHES ON



University of California, Santa Barbara 2022-2023

LAUNCH

The Magazine of the Gevirtz Graduate School of Education

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Gevirtz Graduate School of Education

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Launch is published annually for the alumni, friends, and donors of UC Santa Barbara's Gevirtz School.

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On the cover: On June 10, 2022, students from the Teacher Education Program filed into the first in-person UCSB Graduate Division Commencement Ceremony in three years.

LETTER FROM JEFFREY MILEM, JULES ZIMMER DEAN'S CHAIR

Dear Members of the
Gevirtz School Community,

Cultural and literary
commentator Maria Popova
has written, "Critical thinking
without hope is cynicism.
Hope without critical thinking is
naïveté." Although it is easy to
be overwhelmed by the massive
challenges in our world, every
day members of the Gevirtz
School community strive to
provide the critical thinking
that we believe will save us
from blind innocence and still
approach the world hopefully.

I am certain this 2022-23 issue
of our annual magazine makes
that case. You will learn of
our efforts—supported by a
UC-wide grant—to diversify
our Counseling, Clinical, and
School Psychology faculty while
serving the local African American community.
An article about the California Global Education
Project, now with a hub centered at our School,
makes clear our commitment to a sustainable
future. You will read about the lauded career of
Professor Richard Durán, a champion of diversity,
equity, and inclusion long before it was an
academic buzz phrase. You will meet one of our
alumni, Laura Lambert, who today makes change
happen at the Pew Charitable Trust. And we will
honor the passing of beloved emeritus professor
and dean Jules Zimmer (note my Dean's Chair
honors him) by looking at the learning garden
named in his honor and the two long-time staff
members who tend it.

Re:Launch, the magazine's flipside, focuses on
several of our research efforts that have very



Dean Milem addressing the 2022
Department of Counseling, Clinical,
and School Psychology Transition &
Recognition Celebration.

direct, every day applications
for policy and people. One
of the School's deeply held
values is to collaborate
with interdisciplinary
and community partners
to conduct impactful,
respectful, equity-serving and
community-engaged service
and research, and these
projects are emblems of that
belief. Erika Felix has spent
a year in Washington, D.C.
as a Goldman Congressional
Fellow, directly shaping
legislation in areas of mental
health and educational
access. As we move
closer to the construction
of a community center on
Santa Barbara's westside,
the School, especially our
Center for Evaluation and
Assessment, is an active

member of a coalition conducting a health survey
to establish baseline needs for the neighborhood
around the Harding University Partnership School.
And Jill Sharkey and her team of researchers are
part of another coalition working to support at-
promise youth and keep them out of the criminal
justice system.

Rigorous, informed scholarship. Engaged,
culturally relevant practice. The Gevirtz School
dares to hope every day.

In closing, there's only so much one magazine
can capture, so we invite you to learn even more
by visiting our website (education.ucsb.edu). ■

Best wishes,
Jeff Milem

CCSP WORKS ON HEALING RACIAL TRAUMA, HIRING BLACK FACULTY



Department of Counseling,
Clinical, and School
Psychology Assistant
Professor Alison Cerezo

The UC Office of the President (UCOP) website asserts: “The University of California community values diversity, embraces inclusion, and honors excellence. Teaching, scholarship, research, creativity, innovation, and service flourish when all members of the community are welcomed, supported, and respected. Our work continues to fulfill these values. We are committed to removing barriers preventing full expression of our potential and to reflecting the population of California in our faculty, students, and other academic personnel, especially those who have been systematically and historically underrepresented.”

Knowing it has to act to make these goals reality, UCOP created the \$8.5 million Advancing Faculty Diversity (AFD) program to support

innovative and focused campus projects designed to increase faculty diversity in selected pilot units. One of those pilots is at the Gevirtz School, a project titled “Building the Pipeline for African American Faculty whose Research is Centered on Ameliorating the Disparately Negative Health Effects of Racial Trauma in Black Communities,” with Assistant Professor Alison Cerezo as PI.

The project exists because of earlier work in the Department of Counseling, Clinical, and School Psychology (CCSP). In particular in fall 2020 CCSP created the Healing Space, a specialty clinic that provides psychological services to Black clients of all ages. This clinic began in direct response to the killing of George Floyd and other police violence against Black Americans and with the impetus of the

“I am immensely proud of the hard work of our team, especially our student-clinicians,” Cerezo says. “They are providing direct therapy care and carrying out outreach services to connect Black community members to mental health services.”



Healing Space clinician and doctoral student Jason Fly

Black Lives Matter movement. In addition to general stressors and life issues, the Healing Space acknowledges the effects of racial trauma, marginalization, and injustice on social and health disparities among Black communities. All services are provided by Black therapists who have an interest in addressing the negative toll of anti-Black racism on Black residents in our local community. Dr. Cerezo is currently the director of the Healing Space.

In year one of the project, the Gevirtz School worked to leverage campus and community partnerships to develop a mentoring network for Black scholars in CCSP and across campus, including graduate students. For instance, school psychology doctoral student Isabelle Fleury, one of the student counselors from the Healing Space, was the keynote speaker at the 2022 UCSB Mental Health Conference. Fleury's talk addressed the preliminary results from her dissertation study, which investigates how Black undergraduate students experience racial stress and if campus health providers should screen Black students for racial stress. Using a public health framework that recognizes racism as a social determinant of health, Fleury highlighted the advantageous position that colleges and universities are in to integrate academic, career, health, and crisis support services for their students.



The Healing Space also hosted the UCSB Black Scholars Luncheon, a networking event for all Black graduate students, post-docs, faculty, and research-associated staff at UCSB, and brought Dr. Thema Bryant, president-elect of the American Psychological Association, via Zoom to present the talk "Decolonizing Psychology: Addressing the Wounds of Racial Trauma."

In year two of the AFD grant, the School will hire two Assistant Professors researching interventions for racial trauma in Black communities. Cerezo asserts, "In the coming year we are excited to recruit Black faculty to CCSP who can expand the work and reach of The Healing Space in new exciting ways." The faculty to be hired through this funding will help the Healing Space take the next step of its growth and leadership. CCSP will build on synergy that exists between the Healing Space and the growing diversity of graduate students and faculty to build a mentoring network that supports the socioemotional and research needs of Black scholars, making UCSB a destination for health disparities research and training.

"The Gevirtz School hopes that these new faculty members, joining our existing strong team, will build a robust foundation of research and practice with the Black community in Santa Barbara and beyond," says Dean Jeffrey Milem. "The need for mentors for Black undergraduate and graduate students is clear, as CCSP looks toward building a pipeline between HBCUs, UCSB, and research and clinical positions at the post-doctorate level." ■

**DECOLONIZING PSYCHOLOGY:
ADDRESSING THE WOUNDS OF
RACIAL TRAUMA**

This online workshop will provide the practical application of decolonizing psychology and indigenizing psychology which is particularly relevant during these times of pervasive hate crimes and the trauma of oppression.

APRIL 19TH, 2022 | 12-1 PM PST

REGISTRATION: [HTTPS://TINYURL.COM/2P99C3A5](https://tinyurl.com/2P99C3A5)

For ASL or Spanish accommodations please contact healingspaceucsb@gmail.com



The Healing Space hosted a presentation by APA president-elect Dr. Thema Bryant

TEACH LOCAL, THINK GLOBAL EDUCATION PROJECT

Whenever the Gevirtz School has the opportunity to enact the ideals of its recent strategic plan, we strive to do just that. So, when UC Santa Barbara was looking for new regional leadership for the California Global Education Project (CGEP), we jumped at the chance. Starting this July, Professor Danielle Harlow of the Department of Education is now the PI on the project, with Devon Azzam (TEP, M.Ed., MST, '01) the new Regional Director.

CGEP is one of nine California Subject Matter Projects (think SCwriP) administered by the University of California Office of the President. CGEP provides ongoing quality professional development designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices and lead to increased achievement for all students.

"I'm super excited about the interdisciplinary approach that CGEP takes," Azzam, who is also the Gevirtz School's Assistant Director of Outreach, says. "That's something I've been interested in since the beginning of my career. It builds a bridge between social justice and environmental issues."

"Today's youth will face unprecedented environmental and social challenges," Harlow adds. "It is our responsibility to ensure that students are prepared to be part of the solutions to these challenges. CGEP will provide opportunities to work with teachers and experts in many different fields to ensure that our school children

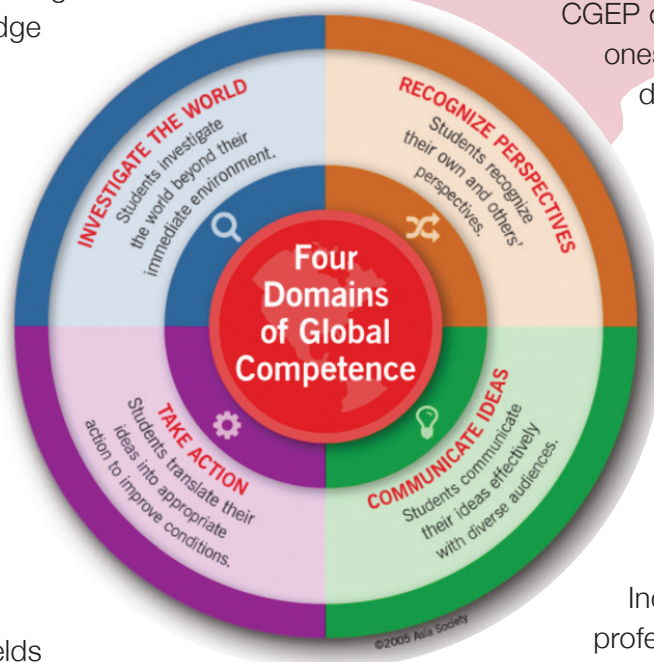
develop global competencies along with design thinking and knowledge and respect for the planet and people."

CGEP hopes to achieve four goals to foster global competence in all students. Students should be able to:

- Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
- Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
- Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

"As with other Subject Matter Projects, CGEP centers teachers as the ones carrying the day-to-day knowledge that really helps one grow as a professional," Azzam points out. "What we hope to do is support the teachers in developing a global lens and provide tools and resources for nurturing global competence in their individual classrooms."

Indeed, they offer robust professional development opportunities like an annual weeklong program called Teaching



for Sustainable Communities. The one held this June in partnership with CSU Fullerton, for example, featured sessions like “Strategies for Building Agency: Creating an Environment for Student-Centered Learning,” led by Mika Burkett, the IB Coordinator/Language and Literacy Coach at the Harding University Partnership School, and “Integrating Learning about and for Sustainability in Everyday Instruction,” led by Department of Education doctoral student Estefania Pihen Gonzalez.

Azzam is quick to praise the previous leaders of the program at UCSB, PI Walid Affi and Regional Director Lisa McAllister, both in the Center for Middle East Studies. But when that Center changed its objectives and opted not to focus as much on K-12 outreach, the Gevirtz School stepped in with support from not only our Dean, Jeff Milem, but also Charles Hale, the Dean of Social Sciences.

“I’m hoping to see a dialogue,” Azzam says. “I want to have GGSE faculty and students share their work with practicing teachers and include community members in the discourse as well.” Such conversations are part of the School’s desire to inform its research and community engagement with the UN Sustainable Development Goals. That means not just the call for quality education, but also the best ways to help create sustainable cities and communities, reduce inequalities, and promote peace, justice, and strong institutions.

The CGEP team has planned four major programs for 2022-23, beginning with an outreach series meant to determine what area teachers would like to explore in more depth. One-hour workshops will examine topics like race and ethnicity or culture and identity. “We hope to find what resonates with teachers,” Azzam says, “so we can return to those topics next year.”

CALIFORNIA
global education PROJECT CGEP

Meet our new CGEP leader
Devon Azzam
Regional Director
UC Santa Barbara

CGEP's interdisciplinary approach to education and focus on relationship-building are what our ever-changing world needs most right now.

Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis by Elin Kelsey is the most impactful book I've read.

Catalina Island is my favorite vacation place. I have been sailing there every summer since I was 2 years old.

I live for the outdoors: hiking, surfing, camping, sailing... I love landscaping with native plants. I'm passionate about local food and farmers markets.

The Environmental and Climate Change Literacy Project and Summit (ECCLPS) at UCLA greatly influenced my work.

Welcome to CGEP, Devon!

There will also be a pilot program built around the transdisciplinary anthology about the Channel Islands National Park, *Island Visions: Local to Global Connections*. CGEP will connect teachers with the authors of the book and provide additional resources and researchers, giving teachers the chance to find what works for their particular curricula.

A program from the previous year, Sustainable Schoolyards, will also return. These projects are by necessity school site specific, so the Harding School in Santa Barbara is setting up owl boxes on its campus while in Oxnard a school works on water conservation.

Then there will be the 2023 version of Teaching for Sustainable Communities, most likely in a hybrid form in order to be accessible to more teachers in a wider area yet also provide some person-to-person contact for those who can attend at UCSB. “At this point in time, I can’t think of anything more important than creating a sustainable and just future,” Harlow emphasizes. “CGEP will help us do that, through changing the way we educate children.” ■

RICHARD DURÁN ACCEPTS NOMINATION INTO DISTINGUISHED NATIONAL ACADEMY OF EDUCATION

The National Academy of Education, a prestigious election-based academy, has honored decades' worth of educators who have led crucial progress. Fewer than 240 influential individuals have been honored with the title *NAEd member*. That said, it wasn't a surprise when professor and innovative researcher Richard Durán of the Department of Education recently accepted his nomination into this academy.

The NAEd's mission has remained consistent throughout its 57 years as a nationally recognized organization: to elevate overall academic policy and practice by advancing high quality, education-oriented research. And how better to achieve this goal than to elect outstanding educators and researchers like Professor Durán on the basis of their groundbreaking work?

Even in the formative years preceding his time as a diligent undergraduate and then graduate psychology student at UC Berkeley, Durán's dedication to interdisciplinary research was apparent. Durán recalls a memory regarding Mrs. Murphy, his 12th grade social-

studies teacher, who was particularly influential in the early years of his path to scholarship: "She respected my interests and orientation, and she allowed me to go to the library during class time and study what I wanted to and how different fields of knowledge inform each other. I am forever grateful for that initial opportunity to do independent research."

His independent streak continued through his subsequent experience as a research scientist with Educational Testing Service, and as an advisor to the then National Institute of Education as it formulated interdisciplinary funding programs concerned with language, culture, and learning. His impressive professional record culminated in his being hired by the Gevirtz School in 1984 as a tenured associate professor. This position granted him the freedom necessary to research learning across a breadth of interrelated topics centered on equity and social justice concerns, such as people of colors' experiences of unfairness with standardized testing, the development of learning skills among people of color drawing on cultural funds of knowledge, Latinx parents' literacy skills in organizing parent school organizations, and transformations of the U.S. population induced by immigration.

He states, "My goal has always been to help advise and support the development of students and institutions in ways that prepare them for adaptation to emerging demographic and technological realities. Being able to follow integrated lines of inquiry and interest attuned to the values of progressive human rights communities has allowed me to make sense of

Richard Durán working with Linguistics major and Education minor Monserrat Lupian, a McNair Scholar and holder of a UCSB Promise Fellowship.



things in ways that are not always thought to be commensurate for people who are trying to be successful in a professional setting—this is something I am proud of.” Durán emphasizes his work grows from community: “I want to thank my wonderful colleagues for their support in making my work stronger. They have fostered the development of my research while at the same time reviewing and critiquing it.”

Durán’s most current research is tied to implementation of one of two UC Links afterschool outreach programs based in the Gevirtz School in collaboration with faculty members Rebeca Mireles-Rios and Betsy Brenner, sponsored by the UC Office of the President. In this program Durán works with Latinx teenagers and a support team of UCSB undergraduate and graduate students at the Goleta’s St. George Youth Center to develop youths’ computational thinking and understanding of STEM topics in a makerspace. Team members collaborate in designing and carrying out hands-on fabrication of innovative microprocessor-programmed and Internet connected ‘bot’ (robot-like) artifacts that “sense, analyze, and actuate” and that can do useful things such as water plants

when soil moisture levels indicate a need for watering. He states: “So much of our material world and interpretation of its functioning can be modeled and engineered as relationships involving sensing, analyzing, and actuation pursuant to scientific laws. The human mind is made powerful by drawing on this apparent principle, and further we are wise to consider the recurrent historical lesson that humans are not at the center of our universe.”

As for advice, the newest member of the National Academy of Education suggests that

“One needs to stay on the high road regarding pursuing one’s own interests: put in hard effort, stay true to scholarship and your values, and finally, think about how you can contribute to the good of our society and the lives of others. Find pathways that create healing and opportunities for success among people.” ■

GEVIRTZ SCHOOL FELLOWSHIPS 2021-22

Endowed Fellowships

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

The Donald R. Atkinson Diversity Enhancement Award

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

The Cynthia and Frederick Brinkmann Fellowship

Generously supports students pursuing teaching credentials in TEP.

The Lee Broadbent—Vern Persell Scholarship in Applied Psychology

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

The Dorothy M. Chun and Joseph Polchinski Fellowship

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

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

The Marika Ann Critelli Memorial Fellowships for Community Service

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

The James D. and Carol N. Dixon Graduate Fellowship

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

The Priscilla and Susan Drum Memorial Endowed Fellowship

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

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

The Peggy Fredericksen Memorial Fellowship

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

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

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

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

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

The James Hong Memorial Research Fund Fellowship

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

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

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

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

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

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

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

Annually Funded Fellowships

The Josephine G. Bumatay Memorial Fellowship

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

The William and Charlene Glikbarg Family Foundation Fellowship

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

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

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

The Community Fellows Initiative

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

Community Teaching Fellowships

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

PEAC Community Teaching Fellowships

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

ALUMNA LAURA LAMBERT MAKES THE CASE FOR EVIDENCE, IMPACT, AND EDUCATION



Alumna Laura Lambert has had an impressively productive career in philanthropy, from her 13 years at UC Santa Barbara—where, among her accomplishments, she co-led phase II of the comprehensive Campaign for UC Santa Barbara that exceeded its goal ahead of schedule—to her work now as

a Senior Director of Partnerships at The Pew Charitable Trusts in Washington D.C. She feels much of her success stems from earning her master's from the Department of Education in 2012.

“In many ways, GGSE was my first home on campus,” Lambert points out. Her first job at UC Santa Barbara was as a grant writer at the Gevirtz Research Center, working with Vishna Herrity and Gale Morrison back in 2004. She transitioned into fundraising for Student Affairs in 2005 and, over time, her intellectual flexibility and interpersonal skills allowed her to grow through various roles in Development, including leadership posts in the Graduate Division, Engineering & the Sciences, and the Kavli Institute for Theoretical Physics. Lambert learned the social dynamics of philanthropy by working with university donors of all types with myriad interests. However, early in her career, she felt a need to develop a framework for thinking about the impact of philanthropy.

In 2011, Lambert was drawn to the Education, Leadership, and Organizations research focus area in the Department of Education. “I thought policy, evaluation, and organizational theory would really be helpful in talking with donors around the bigger issues of education, particularly the complex history of public higher education in California,” she recalls. She also looked forward to bringing more of an assessment lens to philanthropic investments on campus in order to bring that level of analysis back to donors.

“Had I not done my graduate work at GGSE, I would not be where I am in my career right now,” she says. “My career is informed specifically by experiences from grad school—what I learned, the relationships I made, and the ways of thinking I was exposed to.” Laura recalled a class assignment with Prof. Jon Yun that used data from the Pew Research Center as an exercise for understanding data as evidence, and evidence as a basis for informing policy. Fast forward seven years and Lambert was being recruited to work at Pew. She recalls, “To come to Pew with the knowledge gained in my master’s program and a twenty-plus year career in fundraising, I think I was a more desirable and capable candidate.”

The heart of Lambert’s work has always been to deepen the donor’s understanding of their impact. Now, at the Pew Charitable Trusts, she works in close collaboration and on co-investments with philanthropists and organizations that share a commitment to independent research, measurable results, and public service. Lambert points to one project, Enduring Earth, as an example. This initiative between Pew, The Nature Conservancy, World Wildlife Fund, and ZOMALAB aims to launch



Laura Lambert at the 2012 commencement ceremony, being interviewed by Don Lubach (Education, Ph.D., '97).

twenty global conservation projects that reinforce the rights of Indigenous communities, reduce the effects of climate change, and catalyze economic growth.

Lambert also has the ability to bridge the theoretical and the practical, thanks to her time in education. She says, “I’ve worked in nonprofit organizations and in higher education, and now I’m at a global research and public policy institution. My education has contributed to my ability to stay nimble through it all.” She deeply values her integrated training and coursework with Linda Adler-Kassner, Sharon Conley, Judith Green, and John Yun, saying “I came into GGSE as a non-traditional master’s student working full-time and found I could leverage my professional experience and discover new pathways in which it could develop. My professors and fellow students were my thought partners.” ■



FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2021-2022



Miya Barnett received the Early Career Researcher Award from the Association for Behavioral and Cognitive Therapies, Dissemination Implementation Science Special Interest Group.



Alison Cerezo was chosen to give one of the keynote lectures at the 2022 American Psychological Association Convention.



Andrés Consoli was named an American Psychological Association (APA) Society of Counseling Psychology, Division 17 Fellow.



Richard Durán was elected to the National Academy of Education (NAEd).



Erika Felix was cited for her public service in the Congressional Record for her work in Senator Bob Casey's office.



Michael Furlong was appointed to the board of GLEN (Global English) World, a nonprofit on a mission to scale English literacy so that every child has access to the educational and economic opportunities it unlocks. Furlong—along with Kelly-Ann Allen of Monash University, Australia, Dianne Vella-Brodrick of University of Melbourne, Australia, and Shannon Suldo of the University of South Florida—co-edited the third edition of the *Handbook of Positive Psychology in Schools: Supporting Process and Practice* (Routledge, 2022).



Natalie Holdren and **George Singer** were two of the co-authors of *Families and Professionals: Trusting Partnerships in General and Special Education, 8th edition* (Pearson, 2021).



Tania Israel was appointed the Gevirtz School's Associate Dean for Diversity, Equity, and Inclusion and Faculty Equity Advisor.



Shane Jimerson received the 2021 Sandra Goff Memorial Award from the California Association of School Psychologists (CASP). Jimerson also was awarded an Honorary Doctorate from the University of Liege, Belgium.



Melissa Morgan was named an American Psychological Association (APA) Society for the Psychological Study of Culture, Ethnicity, and Race, Division 45 Fellow.



Sarah Roberts was awarded a Faculty Early Career Development Grant of \$1.1 million from the National Science Foundation (NSF).



Danielle Whitaker received a 2021-22 Distinguished Teaching Award from UC Santa Barbara's Academic Senate.



Carolyn Sattin-Bajaj was chosen as an Outstanding Reviewer for the *American Educational Research Journal* (AERJ) for 2021.



Heidi A. Zetzer was named an American Psychological Association (APA) Society of Counseling Psychology, Division 17 Fellow.



Jill Sharkey received a 2021-22 Outstanding Graduate Mentor Award from UC Santa Barbara's Academic Senate. Sharkey also was selected to participate in the 2021 UC-Coro Systemwide Leadership Collaborative, a UC program designed and delivered for experienced leaders.



HENRY JIMENEZ AND MARK RAZO TEND JULES ZIMMER'S MEMORY

During the 13 years that the Gevirtz School has called the Education Building home, the Jules and Laurie Zimmer Learning Garden has grown to become an oasis, flourishing under the care of groundskeepers Henry Jimenez and Mark Razo. Between the wings of the Education Building, the garden is thriving under their masterful care. Jimenez and Razo have worked at UC Santa Barbara for 75 years, so there's no doubt they know the plot of grass intimately.

It seemed only fitting to have a chat with them as one way to honor emeritus dean and professor Zimmer, who passed away in April 2022. Jimenez and Razo share a passion for the outdoors and gardening with the late dean.

"I vividly remember visiting Jules at his home in the Santa Barbara foothills and meeting the chickens and beehives—at a safe distance—, getting a tour of the composting program, and how there were flowers and plants everywhere," recalls Dean Jeff Milem. He further relates that Carolyn Cogan, Zimmer's widow, said Jules would often get so preoccupied in his garden when he would wander out to check on things in the morning that he'd still be in his pajamas at noon. Zimmer even created a communal vegetable garden and greenhouse where neighbors could cultivate and harvest produce.

While the Zimmer Garden on campus doesn't grow tomatoes, it does help grow minds, as anyone can see by how often classes are held on its raised hill or students meet on its benches. The meticulous care provided by Jimenez and Razo stems not just from their longtime commitment to UCSB, but from their first jobs on campus—Jimenez worked for custodial services for 18 years, Razo for 14. "I was bored with what I was doing, and the opportunity came to get some cross training," Jimenez recalls. "I enjoyed being outside

instead of being locked up all day. It calmed me; it took out all the stress I was feeling."

Razo particularly appreciates the 5 am – 1:30 pm hours of the job. He points out, "That means I got to coach and go to all the games with my kids. I never think, 'Shoot, I've got to go to work tomorrow.'" That work includes a very scheduled Monday of mowing the lawns and blowing out green debris, but after that every day is different. Sometimes it's edging along sidewalks, other times it's sprinkler maintenance. During our talk Razo realized it was time for his quarterly trimming of the olive trees.

And then there are the team projects that campus planning or sometimes just nature throws their way. Jimenez mentioned how just the previous week a large tree snapped by the Library, and how such incidents would keep happening. "The trees are very stressed," he says, "after first having some wet years and then having the recent drought, leaving them all dried out." Razo brings up the agave growing around the Education Building, in particular the one that bloomed but has hung on for several years now with its 20-foot-tall, asparagus-looking plume. "At some point we will have to chop it down, because, as you might know, they die after they bloom," he informs. He also says he had to thin out the agave, as the area became a place racoons liked to nest.

The two take great pride in their work, appreciating when those who work inside the buildings stop to compliment them. Jimenez, who also has Cheadle Hall under his purview, says even the Chancellor has praised his work. "It's really satisfying when people notice the changes we do daily," Jimenez asserts. "It's great to see people enjoying the outside like we do."



Mark Razo and Henry Jimenez take a well-earned break on the grassy knoll outside the Education Building.

But Jimenez also hopes to see some changes at UCSB, a spot his family has put 124 years of service into as his father was a long-time custodial worker and his cousin Gus Muñoz was the groundskeepers' superintendent for 44 years, back to the school's days on the Riviera campus. A union steward himself, Jimenez claims, "Being the lowest paid workers on campus isn't easy. I just wish we didn't have to fight as hard for what we get."

That said, both are targeting well-deserved June 2024 retirements. "We've given more than half our lives here," Razo explains, "and we're going to reap the benefits. I hope we get to retire and live at least twenty-five good years." Jimenez points out his father retired at 69 and died six months later, and that's why he



Jules Zimmer at the dedication of the garden in his and his late wife's name in 2010.

wants to be sure to retire sooner. He concludes, "I'm ready to travel. To do something else." The Zimmer Garden will miss them both. ■

GEVIRTZ SCHOOL ALUMNI HONORS 2021-22

Sonia Águila-González (TEP, MST, M.Ed., '98), teacher at Canalino Elementary School, was selected by The California Association for Bilingual Education (CABE) as its 2022 Teacher of the Year.

Mari Baptista, (School Psychology, M.Ed., '00), Assistant Superintendent, Human Resources at Santa Barbara County Education Office (SBCEO), won the 2021 STAR award from the California County Superintendents Educational Services Association (CCSESA).

TJ Berry (TEP, SST/Social Sciences, M.Ed., '19), teacher at Santa Ynez Valley Union High School, was named a 2021 Distinguished New Educator by the Santa Barbara County Education Office.

John Cano (Education, Ph.D., '21) was named University-Community Links (UC Links) Associate Director.



John Cano was named University-Community Links (UC Links) Associate Director.



Michelle Iwasaki learning of her Milken Educator Award (credit Milken Family Foundation)

Andrés Consoli (M.A., Counseling Psychology, '91; Ph.D., Counseling Psychology, '94), an associate professor in CCSP, was named an American Psychological Association (APA) Society of Counseling Psychology, Division 17 Fellow.

Veronica Fematt (Education, Ph.D., '17) was named the assistant director of UCSB's McNair Scholars Program.

Michael Furlong (Education, Ph.D., '80), Distinguished Emeritus Professor, was appointed to the board of GLEN (Global English) World, a nonprofit on a mission to scale English literacy so that every child has access to the educational and economic opportunities it unlocks. Furlong—along with Kelly-Ann Allen of Monash University, Australia, Dianne Vella-Brodrick of University of Melbourne, Australia, and Shannon Suldo of the University of South Florida—co-edited the third edition of the *Handbook of Positive Psychology in Schools: Supporting Process and Practice* (Routledge, 2022).

Judith Freeman Garey (Education, Ph.D., '03) published *Theater, Drama, and Reading: Transforming the Rehearsal Process into a Reading Process* (NCTE 2021).

Victoria Harvey (Education, Ph.D., '15) was appointed the Director of UC Santa Barbara's Teacher Education Program.

Michelle Iwasaki (TEP, MST, M.Ed., '04), an academic coach at Kalihi Kai Elementary School in Honolulu, Hawaii, won a Milken Educator Award.

Levi C. Maaia (Education, Ph.D., '18) was appointed by the Santa Barbara City Council to serve on the Santa Barbara Airport Commission.

Tina McEnroe (Education, MA, '89), was appointed to UC Santa Barbara Foundation Board of Trustees.

Sheila Modir (CCSP, Ph.D., '17), along with Jeff Kashou, LMFT and illustrator Monica Mikai—has written *The Proudest Color* (Workman Publishing, 2021).

Helen A. Neville (Counseling Psychology, Ph.D., '93) was awarded the 2021 Derald Wing Sue Award for Distinguished Contributions to Multicultural Counseling from Society of Counseling Psychology.

Jay Plasman (Education, Ph.D., '19), Assistant Professor in the Department of Educational Studies at The Ohio State University, has won the 2021 Association for Career and Technical Research (ACTER) Outstanding Beginning Scholar Award.

Tyler Renshaw (CCSP, Ph.D., '12) co-edited—with Kenneth W. Merrell, Ruth A. Ervin, and Gretchen Gimpel Peacock—*School Psychology for the 21st Century: Foundations and Principles, Third Edition* (Guilford Press 2022).

Dennis Ridley (Education, Ph.D., '72) was awarded the Albert Nelson Marquis Who's Who Lifetime Achievement Award.

Paul M. Rogers (Education, Ph.D., '08) was hired as an Associate Professor in the UC Santa Barbara Writing Program.

Jill Sharkey (Education, Ph.D., '02), professor in CCSP, received a 2021-22 Outstanding Graduate Mentor Award from UC Santa Barbara's Academic Senate.

Scott Thomas (Education, Ph.D., '94) was named the John P. 'Jack' Ellbogen Dean of the University of Wyoming's College of Education.

Danielle Whitaker (TEP, MST, M.Ed., '03), continuing lecturer and supervisor in TEP, received a 2021-22 Distinguished Teaching Award from UC Santa Barbara's Academic Senate.

Melissa Woods (TEP, SST/Physics, M.Ed., '99) teacher at Dos Pueblos High School, was named a 2021 Distinguished Mentor by the Santa Barbara County Education Office.

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