LAUNCH
THE MAGAZINE OF THE GEVIRTZ GRADUATE SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA, SANTA BARBARA, 2018-2019

OUR STUDENTS HAVE BRAINS
Imagination / Innovation / Inspiration
Letter from Dean Jeffrey Milem

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Gevirtz Graduate School of Education

LAUNCH

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On the cover: Students in Sue Johnson’s Teacher Education class get to hold and study a real human brain.
Members of the GGSE Community,

A little over two years ago, I started my job as Dean of the Gevirtz Graduate School of Education. Each day since joining this great group of students, staff, and faculty I learn more about the important work our community does and the tremendous impact that it has in helping to inform and improve research, policy, and practice in education and applied psychology. In order to further our productivity and impact, I have appointed two new Associate Deans in GGSE. Dr. Jill Sharkey serves as Associate Dean for Research and Outreach and Dr. Hunter Gehlbach serves as Associate Dean for Faculty Development and Academic Programs.

In this issue of Launch, you will learn about our efforts to further dialogue about and understanding of critical educational and social issues in our local community through our Fast and Curious speaker series and the Dean’s Lecture Series on Education, Diversity, and Democracy.

You’ll also hear from a group of GGSE alums who work here at UCSB. We discuss how the generosity of our donors has allowed us to endow a number of fellowships that help to support GGSE students. We provide information about honors that GGSE alums have received in the past year and we highlight the career and contributions of Roger Worthington, a 1995 graduate of Counseling, Clinical and School Psychology who currently serves as Professor of Counseling Psychology and Executive Director of the Center for Diversity and Inclusion in Higher Education at the University of Maryland.

Finally, we highlight the honors, awards, and publications of our stellar GGSE faculty and provide profiles of the invaluable mentoring provided by three of our faculty—Dr. Richard Durán, Dr. Tania Israel, and Dr. Natalie Holdren.

Flip Launch over and you’ll find Re:Launch, which highlights a small sampling of the research that is going on in GGSE. In this issue, you will hear from Dr. Jill Sharkey, our new Associate Dean for Research and Outreach.

You will learn about the important work done by Dr. Rebeca Mireles-Rios, assistant professor of Education, and her husband, Dr. Victor Rios, professor of Sociology, with students from Watts who have been left behind by educational institutions. This work is featured in a recent documentary titled The Pushouts that has received a great deal of acclaim.

We also describe how the scholarship of Dr. Erika Felix and Dr. Shane Jimerson—which explores the impact of traumatic events and loss on individuals and communities—identifies the most effective ways that applied psychologists and other professionals can effectively serve those who have experienced such traumatic events.

Finally, you will learn about how the scholarship of Dr. Danielle Harlow has enhanced the learning experiences of children and families at the Museum of Exploration and Innovation (MOXI) here in Santa Barbara. Danielle has been intimately involved with MOXI planners and staff since the early planning stages of the museum.

In closing, I trust that this second issue of Launch/Re:Launch (after 11 issues of its predecessor Profiles) helps you learn more about what we’re up to at GGSE and leaves you with a desire to become more involved with us. I hope that the information we describe in the following pages will help you to understand why I look forward with great anticipation and excitement to my third year as dean at GGSE.

Best wishes,
Jeff Milem
The GGSE Speaks...and Listens

2017-18 was a rich year for lectures presented by the Gevirtz School. Not only did we have a second season of "Fast & Curious: ED Talks from UC Santa Barbara's Gevirtz School"—this time not only featuring faculty but also students and alumni—we also introduced the Dean’s Lecture on Education, Diversity, and Democracy. Dean Milem himself kicked off that timely series with the talk “Education, Diversity and Democracy: How Can We Fulfill Higher Education’s Promise to Prepare Citizens for an Increasingly Diverse Democracy?”—on Thursday, October 12, 2017 at UC Santa Barbara’s MultiCultural Theater (the MCC co-sponsored the event). UCLA professor Daniel Solorzano presented the Second Dean’s Lecture, "Using the Critical Race Tool of Racial Microaggressions to Examine Everyday Racism in Academic and Social Spaces" on April 23, 2018.

The School also continued the Policy Goes to School Lecture Series hosted by Department of Education associate professor Michael Gottfried. Those talks examine areas where current academic research sheds light on policy dilemmas in education, and included experts from across the country. The same is true for the new “ExpandED: Broadening the Understanding of Today’s Educational Issues.” This interdisciplinary series features graduate students from across the country discussing their ongoing research, much of which will be dedicated to improving diversity and equity in education.

The talks are filmed and archived on the Gevirtz Graduate School of Education, UC Santa Barbara YouTube Channel.

Fast & Curious Talks, 2017-18

Monday, November 6, 2017

Diana Arya, “Community-Based Literacies for the 21st Century”
Leesa Beck, “No High Fives in Registrar: Enrollment Management’s Role in Undergraduate Student Success”
Collie Conoley, “Positive Psychology Comes to Psychotherapy!”
Tim Dewar, “A Current Example of a Really Good 40-year Old Idea”
Danielle Harlow, “The Class of 2034: The Next Generation of Science Learning”
Maryam Kia-Keating, “Is There a Shortcut to Resilience?”

The presenters at the November 2017 Fast & Curious lectures (l-r): Collie Conoley, Danielle Harlow, Diana Arya, Maryam Kia-Keating, Dean Jeffrey Milem, Tim Dewar, Leesa Beck
Wednesday, February 28, 2018

Richard Durán, “Changes in the Demographics of the US Workforce and the Latinx Higher Education Imperative”
Erika Felix, “Supporting Child and Family Mental Health Recovery Post-Disaster”
Jasmine McBeath, “Community-Oriented Making: Engineering Change”

Ana Romero Morales, “Voices of Undocumented Siblings: Stories of Gratitude, Closeness, and Empowerment”
Steven Smith, “Boyhood in the Age of Weinstein and Trump”
Kirby Welsh (presenting for Sue Johnson), “Brain-Based Teaching and Learning”

Daniel Solorzano from UCLA giving the Dean’s Lecture on Education, Diversity and Democracy in April 2018.

Cassandra Guarino from UC Riverside giving a Policy Goes to School lecture in January 2018.
If we didn’t miss anyone, there are 32 faculty or staff members at UC Santa Barbara who earned or are working on their graduate degrees from the Gevirtz School. As you will see from the list over the next few pages—with highlighted quotes from some of the alumni as to what their time at the GGSE meant to them—we have representatives everywhere, but primarily in Student Affairs and the GGSE itself. Many expressed similar thoughts to those of Miles Ashlock, Acting Associate Dean of Student Life, who says, “Studying at the GGSE gave me space and time to explore the history and present of higher education, further develop the way I think critically about why and how I operate as an educator, and begin to conceptualize how I will lead a career that makes a lasting difference.”

We are so pleased these scholars, educators, and administrators continue to make a difference.

Katya Armistead (Department of Education, Ed.D. ’12)
Assistant Vice Chancellor/Dean of Student Life

“When I entered the program I was new to student life and was an assistant dean. The degree helped with my development and was key in my promotion to associate dean and eventually the dean position. I feel fortunate to have had the opportunity to work with the amazing faculty in GGSE and create lifetime friendships with my cohort.”

Miles Ashlock (Department of Education, Ph.D. ’18)
Acting Associate Dean of Student Life

“The course offerings were diverse, the faculty were brilliant and engaging, and my classmates were motivated and friendly. I was also able to gain valuable insights into University administration by serving as president of the Graduate Student Association in Education and attending Education faculty meetings, then serving on the Faculty Executive Committee of the school for two years as a student representative, and finally serving on the search committee that ultimately recommended now-Dean Jeffrey Milem.”

Joaquin Becerra (Department of Education, Ph.D. candidate)
Assistant Dean of Students and Director, Office of Judicial Affairs

Leesa Beck (Department of Education, Ph.D. ’16)
University Registrar

“As Registrar, I deal with student data heavily, so having a deep understanding of quantitative methods is invaluable. I also work regularly with faculty, so the research and teaching experience I gained in the program definitely helped me to better understand their needs and gave me a certain amount of academic ‘street cred.’ But more valuable than any of these has been the broad understanding I gained of key issues in education (such as equity, access, and privilege), and how to critically approach problems facing our campus. As a decision-maker, it’s important for me to be able to ask, ‘What are the ethical implications of using student data in this way?’ or, ‘How will this policy change impact underserved communities on our campus?’ or, ‘How is technology shifting pedagogy, and what does the campus need to do to adapt?’ My time in GGSE broadened my toolset and my thinking in a way that prepared me well for these challenges.”

Erika Bland (M.Ed. SST ’14) won an Impact Award from Menlo-Atherton High School, where she currently teaches Marine Biology and AVID.

The 2018 Graduate Division commencement saw three Department of Education students receive their doctorates—all three are important parts of UCSB: (l-r) Chryss Yost, Academic Programs Coordinator, Office of International Students & Scholars, Miles Ashlock, Acting Associate Dean of Student Life, and Aaron Jones, Director of the UCSB Educational Opportunity Program, pose here with one of their advisors, the just retired Dr. Claudine Michel, who left the position of Assistant Vice Chancellor, Student Affairs. Michel is also a GGSE alum.
Kristen Burnett (Department of Education, Ph.D. ’10)  
Assistant Dean of Students, Housing, Dining & Auxiliary Enterprises Office of Judicial Affairs

Donna Coyne (Department of Education, Ph.D. ’10)  
Associate Director of Admissions
  “Being a graduate student actually helped me to understand faculty more: how they spend their time, the pursuit of knowledge, academia from the academic’s perspective. Being a staff member has a completely different structure and expectations, [so it’s helpful] to understand the other’s perspective.”

Andrés Consoli (Counseling Psychology, Ph.D. ’94)  
Associate Professor, Department of Counseling, Clinical and School Psychology
  “Not a day goes by that I don’t use some of the pearls of wisdom from the people I [studied with]. Larry Beutler’s passion for research is deeply ingrained in me; Manny Casas’s commitment to social justice and community engagement is something I strive to emulate; Don Atkinson’s and Chalmers Thompson’s indefatigable commitments to multicultural psychology are something I seek to pass on to all my students.”

Tim Dewar (TEP credential SST/English ’88, Department of Education, Ph.D. ’08)  
Lecturer with Security of Employment / SST Coordinator / Director, South Coast Writing Project

Andrew Fedders (TEP credential ESC ’01, Department of Education, Ph.D. ’11)  
Lecturer with Security of Employment / Interim Director, Teacher Education Program

James Ford (Department of Education, Ph.D. ’13)  
Director, Office of Summer Sessions
  “GGSE provided an interdisciplinary experience for me, and my fondest memories are of times when small cohorts, often built organically, would deeply explore the issues impacting education locally and nationally.”

John Hammond (Department of Education, Ph.D. ’10)  
GGSE Director of Development

Aaron Jones (Department of Education, Ph.D. ’18)  
Director, UCSB Educational Opportunity Program

Joshua Kuntzman (Department of Education, Ph.D. ’17)  
Coordinator, UCSB Crossroads

John Lofthus (Department of Education, Ph.D. ’10)  
Associate Director, UCSB Alumni Association

Don Lubach (Department of Education, Ph.D. ’97)  
Associate Dean of Students / Lecturer / Director of First-Year & Graduate Initiatives

Maria Mahoney (Department of Education, Ph.D. ’09)  
Director, Academic Program Review, Office of the Executive Vice Chancellor
  “My GGSE degree was definitely a factor in helping me secure an analyst position in the Institutional Research unit in the Office of Budget and Planning. This was a critical point in my ‘new’ career path, and it positioned me for the current position I now hold.”

Rebeca Mireles-Rios (Department of Education, Ph.D. ’12)  
Assistant Professor, Department of Education

Amber Moran (Department of Education, Ph.D. ’11)  
GGSE Lecturer, Supervisor, Associate Director, TEP

Miguel Moran-Lanier (Department of Education, Ph.D. candidate)  
Academic Advisor, College of Letters & Science

Haley Orton (Department of Education, Ph.D. ’13)  
Director of Academic Advising, College of Engineering
  “The coursework and everything required to carry out dissertation research contributed to my creativity, problem-solving
 abilities, and analytical skills. Further, I am able to compile information and write memos and proposals more efficiently due to the high volume of reading and writing required throughout the program.”

Eva Oxelson (Department of Education, Ph.D. ’11)  
GGSE Continuing Lecturer and Supervisor

Malaphone Phommasa (Department of Education, Ph.D. ’16)  
UCSB Academic Programs Director Transfer Student Center

Jennifer Scalzo (Department of Education, Ph.D. ’10)  
GGSE M.Ed. Coordinator

Jill Sharkey (Department of Education, Ed.D. ’12)  
Associate Dean and Director, UCSB Academic Initiatives

“I was drawn to the GGSE by the incredible research on vulnerable populations and student engagement being conducted by faculty in the Department of Counseling, Clinical and School Psychology, specifically by Mike Furlong and Gale Morrison.”

Mark Shishim (Department of Education, Ed.D. ’12)  
Associate Dean and Director, UCSB Academic Initiatives

“My degree prepared me for all the roles I have now—educator, supervisor, researcher, and practitioner. I get to do it all!”

Azure Stewart (Department of Education, Ph.D. ’16)  
Graduate Advisor Ecology, Evolution, & Marine Biology

Katie Tucciarone (Department of Education, M.A. ’07)  
GGSE Credential Analyst

“GGSE gave me the analytical skills, organizational perspective, and intellectual confidence to take on multiple challenging tasks in my current role of directing the professional certificate programs offered by PaCE. I began my career as a high school teacher, worked as a teacher educator and performance assessment coordinator at GGSE for two years, while completing my Ph.D., and now work as a curriculum specialist and administrator in professional education.”

Ty Vernon (Department of Counseling, Clinical and School Psychology, Ph.D. ’10)  
Assistant Professor & Director of the Koegel Autism Center

Chryss Yost (Department of Education, Ph.D. ’18)  
Academic Programs Coordinator, Office of International Students & Scholars

Heidi Zetzer (Counseling Psychology, Ph.D. ’90)  
Lecturer with Security of Employment, CCSP & Director, Hosford Counseling & Psychological Services Clinic

“Jim Block and Terry Deal changed my entire outlook on life—they validated that reform was needed and that health and learning were inextricably linked.”
Teacher Education Program fellowship awardees at a reception in their honor in May 2018.
Reem Alfrayan (Education, Ph.D., ’14) was the first Saudi woman in the history of Saudi Chambers to be appointed Assistant Secretary General, kingdom wide, overseeing three main women’s divisions: Chambers Affairs, Women Investments, Women Employment & the Council for Women’s Employment.

James Austin (Education, Ph.D., ’15) won an Emergent Researcher Award, sponsored by the Conference on College Composition and Communication, and completed the first half of his research project entitled Intra-nationalism: Conceptualizing New Intersections Between US-Based Higher Education Models and Students in Middle East and North African Nations.

Jose Caballero (TEP, SST, M.Ed., ’03) was named one of the Santa Barbara Independent’s 2017 Local Heroes to honor his 16 years of teaching at Santa Barbara High School.

Chris Andrew Cate (Education, Ph.D., ’12), VP for Research for Student Veterans of America, and his colleagues at SVA and their collaborators, enabled HR 3218, the “Forever G.I. Bill,” to become law.

Fr. Martin Connell (Education, Ph.D., ’05) was named rector at the Jesuit School of Theology of Santa Clara University.

Andrés Consoli (CCSP, Ph.D., ’94) was granted fellow status by the American Psychological Association in both Division 29: Society for the Advancement of Psychotherapy and Division 52: International Psychology.

Stephanie Couch (Education, Ph.D., ’12) was invited to be the keynote speaker at the UCSB 2018 Graduate Division Commencement Ceremony.

Sally Delyser (TEP, ESC, M.Ed., ’07) received the June Downing Outstanding Educator Award at the 2018 Cal-TASH conference.

Andrew Fedders (Education, Ph.D., ’11) was named the interim director of UCSB’s Teacher Education Program.

James Ford (Education, Ph.D., ’13) was appointed Director of Summer Sessions at UC Santa Barbara.

Michael Furlong (CCSP, Ph.D., ’80) was named Professor Emeritus of the Gevirtz School.

Jane Huson (TEP, SST, M.Ed., ’16) was chosen a 2017-18 Irvine Unified School District (IUSD) Teacher of Promise. Huson teaches Social Sciences at Irvine’s University High School.


Anuroopa Kalbag (TEP, SST, M.Ed., ’08) was recognized by the Rotary Club of Santa Barbara for her outstanding work and significant contributions to public education. Kalbag teaches math at Dos Pueblos High School.

Kelly Keene (TEP, SST, M.Ed., ’15) was named a 2018 Santa Barbara County Distinguished New Educator. Keene teaches English at San Marcos High School.

Jill Leafstedt (Education, Ph.D., ’02) helped lead a program of online learning technology that won California State University Channel Islands a New Media Consortium Center of Excellence Award.

Corey McKenna (Education, Ph.D., ’06) received a five-year, $2.75 million United States Department of Education Title V grant for his work at Heritage University in Toppenish, WA. This grant will be used to develop an enhanced teacher preparation program designed to attract more Hispanic students to become elementary and middle school teachers.
Jill Sharkey (CCSP, Ph.D., ’03) was named associate dean for research and outreach for the Gevirtz School.

Elise Simmons (TEP, SST, M.Ed., ’99) was named principal of Santa Barbara High School in The Santa Barbara Unified School District in California.

Torrey Trust (Education, Ph.D., ’14) was the recipient of the 2017 Journal of Digital Learning in Teacher’s Education Research Paper Award and was also honored by the International Society for Technology in Education as an Emerging Leader.

Ty Vernon (CCSP, Ph.D., ’11) was appointed director of UC Santa Barbara’s Koegel Autism Center.

Kirby Welsh (TEP, SST, M.Ed., ’14) was named principal of Round Meadow Elementary School in the Las Virgenes Unified School District in California.

Roger L. Worthington (CCSP, Ph.D., ’95) was named Chief Diversity Officer and Interim Associate Provost by the University of Maryland.

We want to hear from you! These are the honors that came to the School’s attention this past year. Please keep us updated with your accomplishments at sao@education.ucsb.edu.

Stephanie Couch (PhD ’11) was the invited speaker at UCSB’s Graduate Division Commencement Ceremony in June. (Photo: Matt Perko)
While his work both as an academic and university administrator has been influential, Dr. Roger L. Worthington's career has far exceeded expectations. Worthington completed his PhD (CCSP, ’95) at the Gevirtz School, and has gone on to teach at Boston College, the University of Missouri, and the University of Maryland, where he is now a professor and executive director of the Center for Diversity and Inclusion in Higher Education. Initially a high-school drop-out, Worthington's grit and tenacity propelled him through academia and he is now considered among the most prominent national thought-leaders on diversity in higher education.

Despite all his academic success, he admits, “When I was young I never imagined that I would actually go to college. I was growing up in a single parent headed household and my mother didn’t finish high school until after I was born. We moved around from apartment to apartment in Southern California before I too dropped out of high school.”

Working at a gas station, he began to learn automotive service. Then, when his brother enrolled in community college, he discovered that he too would be able to attend on his deceased father’s G.I. Bill. Having finished high school in a continuation school, he attended Fullerton Community College and transferred to California State University Fullerton.

Worthington graduated from CSUF with a Bachelor’s degree in Psychology and applied directly to the Counseling Psychology program at the Gevirtz School. Eight years after dropping out of high school, he was accepted into the doctoral program. “I studied under Donald R. Atkinson, a senior faculty member with a longstanding legacy as one of the founders of the field of multicultural counseling psychology,” he says of one of his crucial mentors. “He had a reputation for recruiting students from underrepresented racial and ethnic groups to study in the counseling psychology doctoral program, and I was fortunate enough to be one of them.”

The direction of his scholarship often took shape from questions that arose in his own life. For instance, that process led him to work on sexual identity development. “I became interested in how people who identify as heterosexual think about and understand
their relationship as allies to the LGBT community largely because my closest friend came out to me as gay when I was 21," he says. “After examining the existing conceptual framework, I quickly realized that the definition of LGBT-affirmativeness in counseling psychology was measured as the absence of homophobia. That’s a problem. You can’t define the presence of a positive quality by establishing the absence of its opposite.”

After time at Boston College, Worthington was hired at the University of Missouri-Columbia. There he found people on campus in distress. Prior to his arrival, the system-wide president had removed ‘sexual orientation’ from the non-discrimination clause. A coalition of staff was looking for a faculty partner who could help conduct research on the potentially harmful effects the University’s change in policy had on its LGBT students.

“It changed the direction of my career and led me to do campus climate research around race, gender, sexual orientation, and disability in higher education,” Worthington says. Indeed, the campus climate research provided much of the impetus for the university system to reinstate sexual orientation as part of the non-discrimination clause. As a result of his research and leadership, he was appointed as a faculty fellow in the deputy chancellor’s office and was later elevated to chief diversity officer (CDO) for the campus.

During his time in that role at Missouri, Worthington became a national leader in the field of higher education diversity. He was a founding member of the board of directors of the National Association of Diversity Officers in Higher Education; became the editor of the Journal of Diversity in Higher Education; received three prestigious grants from the Ford Foundation on difficult dialogues teaching and learning; was the founding chair of the Difficult Dialogues National Resource Center; and co-authored the Standards for Professional Practice for CDOs.

Several years later, Worthington moved to the University of Maryland, College Park (UMD) to become a professor and chair of the Department of Counseling, Higher Education, and Special Education. When the position of CDO opened up at UMD, Worthington was approached immediately by administrators and invited to apply for the position. But Worthington declined for personal reasons—he had lost his wife to cancer, Dr. Maria del Rosario Gutierrez (CCSP ’96), and became a sole parent to their twins, now 16 years old.

But in the wake of another tragedy—a murder charged as a hate crime on the Maryland campus—the president and the provost made another plea for Worthington to take the position. He accepted, but only on an interim basis under the condition that the position would be a vice president, and the office would be allocated the resources necessary to elevate the university as a national leader for diversity and inclusion in higher education. When those conditions were not met during the following year, Worthington moved back to the faculty as the executive director of the Center for Diversity and Inclusion in Higher Education, a national think tank and research center where he provides consultation to higher education institutions nationally.

Worthington’s work has been prominent in improving campus climate, multicultural counseling psychology, and identity development. He believes, “The most important thing for institutions is dialogue across differences as a key to promote equity, diversity, inclusion, and justice.”
Diana Arya and Jasmine McBeath, graduate student in the Department of Education, co-edited the book STEMinists: The Lifework of 12 Women Scientists and Engineers (Kóchitl Justice Press, 2018), featuring the work of the Curie-osity Project’s 4-6th grade authors. Arya, Danielle Harlow and Jasmine McBeath were recipients of the 2017 Strong, Smart & Bold Award from Girls Inc. of Greater Santa Barbara for their development of the Curie-osity Project.

Miya Barnett was chosen by The National Institute of Mental Health and the Department of Veterans Affairs as a 2018-2020 Implementation Research Institute Fellow.

Charles Bazerman, along with Arthur Applebee, Virginia Berninger, Deborah Brandt, Steve Graham, Jill V. Jeffery, Paul Kei Matsuda, Sandra Murphy, Deborah Wells Rowe, Mary Schleppegrell and Kristen Campbell Wilcox, published Lifespan Development of Writing (NCTE Press, 2018).

Emeritus professor James H. Block was presented the Albert Nelson Marquis Lifetime Achievement Award from Marquis Who’s Who. Block was recognized for his pioneering legislative, policy, theoretical, research and practical contributions to the still influential fields of mastery learning, competency/outcome-based education, and comprehensive school reform/improvement.

Michael T. Brown was appointed UC provost and executive vice president for Academic Affairs by the University of California Board of Regents.

Collie Conoley, along with Michael J. Scheel, published Goal Focused Positive Psychotherapy (Oxford University Press, 2018).

Andrés Consoli was granted fellow status by the American Psychological Association. He was also the lead guest editor of a special issue on supervision by the Revista Psicólogos of the Colegio de Psicólogos de Guatemala.

Richard Durán received a 2017-18 Outstanding Graduate Mentor Award from the UC Santa Barbara Academic Senate. Durán also was appointed to the West Ed Board of Directors.

Erika Felix was elected to the Board of Directors of the International Society for Traumatic Stress Studies. She also gave the keynote presentation at the 15th Annual Conference of the Institute for Disaster Mental Health, SUNY New Paltz, NY.

Andrew Fedders was named the interim director of UCSB’s Teacher Education Program.


Michael Gottfried was chosen as an Outstanding Reviewer for 2017 by the American Educational Research Association and Educational Evaluation and Policy Analysis. Gottfried also co-edited—with Gilberto Q. Conchas, Briana M. Hinga, and Leticia Oseguera—Education Policy Goes to School: Case Studies on the Limitations and Possibilities of Educational Innovation (Routledge Press, 2017). He also was appointed to be the guest
editor on a special double issue about chronic absenteeism in the *Journal of Education for Students Placed at Risk* in spring 2018.

Emerita professor Judith Green gave the inaugural UC Berkeley Graduate School of Education Distinguished Lecture, titled “Experiencing Learning in a Berkeley Way: Creating a Basis for Your Career.” Green also gave the keynote lecture at the International Conference of the Learning Sciences in London and the keynote lecture at the Korean Language Education Research Institute International Conference in Seoul, Korea.

Hsiu-Zu Ho was appointed to the International Student Exchange Program’s Board of Directors for 2017-2020.

Tania Israel became a Fellow of the Society for the Psychological Study of Social Issues.

Shane Jimerson was elected to the Executive Board of the Society for the Study of School Psychology. He also co-edited, with Jacqueline A. Brown, *Supporting Bereaved Students at School* (Oxford University Press, 2017), and he served as the Senior Editor for International Science for the *School Psychology Quarterly* journal, published by the American Psychological Association.

Jin Sook Lee, along with Mary Bucholtz, a UCSB Professor in Linguistics and Gevirtz School affiliated faculty member, edited *Feeling It: Language, Race, and Affect in Latinx Youth Learning* (Routledge, 2018) with Dolores Inés Casillas, an associate professor in Chicana and Chicano Studies at UCSB.

Jeffrey Milem was the invited speaker at the UC Santa Barbara Chancellor’s Breakfast, giving the lecture, “Education, Diversity and Democracy: Realizing Higher Education’s Promise to Prepare Citizens for an Increasingly Diverse Democracy.”

Rebeca Mireles-Rios was nominated for a 2018 Margaret T. Getman Service to Student Award, which recognizes university faculty that have demonstrated an extraordinary commitment to the general growth and development of students and the quality of student life. Rebeca Mireles-Rios and Victor Rios also presented their documentary *The Pushouts* at an invited Presidential Session at the American Educational Research Association Annual Convention.

Karen Nylund-Gibson was invited to serve on the Editorial Board for the journal *Structural Equation Modeling*. In addition, she was nominated by two GGSE graduate students for the Raymon D. Flower award for Outstanding Contributions to the Professional Development of Graduate Students from the American Psychological Association of Graduate Students. In June 2018, Nylund-Gibson organized the first Methods U—a series of two-day workshops that attracted over 40 researchers to GGSE to learn statistical methods.

Steven Smith, along with Dr. Radhika Krishnamurthy, co-edited *Diversity-Sensitive Personality Assessment* (Routledge, 2018).

Ty Vernon was appointed director of UC Santa Barbara’s Koegel Autism Center.
Graduate school, obviously, is much more than time spent in a classroom, both as teacher and student. There’s time in the library, eons in front of a computer. But above and beyond all that, there’s the magic of the student-advisor relationship. “We have a strong climate in the GGSE and the Department of Education for helping students develop their interests,” is how professor Richard Durán puts it. “I see it as trying to understand individual student’s interests and motivation and then to develop topics fitting their concerns.”

This article focuses on three instructors—Durán from the Department of Education, Tania Israel from Counseling, Clinical and School Psychology, and Natalie Holdren from the Teacher Education Program—and explores how they create special relationships that strengthen their students and our School.

Richard Durán

When Richard Durán won a 2017-18 Outstanding Graduate Mentor Award from UC Santa Barbara’s Academic Senate this spring, the ceremony itself underlined why he won—honoring and supporting his students’ initiative to learn and contribute to the impactful learning of others: an advisee, Jeremy Edwards, received an outstanding TA award, and another of the TA awardees, Zoe Welch, had taken his class Advances in the Learning Sciences and Education. In his 35 years at UCSB, Durán has worked with 125 doctoral students (43 as chair) and 72 MA students.

One of the reasons his mentorship is cherished is he insists “that students find jobs, but also find themselves useful in their pursuits—not just scholarly, but policy related and practice related.” Just ask Zuleyma Carruba-Rogel (PhD ’16), who leads the Amarillo Independent School District’s Parent Engagement and Talent Acquisition programs. “The ‘if you do not pursue a tenure track position, you are not successful’ idea is not a philosophy endorsed by Dr. Durán,” she wrote in her nominating letter for his award. “Those that are focused on outreach are connected to organizations that provide research and service experience in the trenches.” When Carruba-Rogel indicated she wanted to return to her native Texas after graduation, Durán had smoothed the path, acquainting her with Texas educational research leaders who welcomed her as a new colleague concerned with equity and social justice.

Durán states, “Our students are whole people, not attuned to just one line of accomplishment,” highlighting his mentorship philosophy. “It’s an embodiment of the philosophy that learning is a collaborative endeavor,” he explains. “It’s important for us to help support each other, developing our contributions to the everyday world that is built in our social relations with others and support for each other.”

Just ask Bertin Solis, who chose UCSB over Harvard for his Ph.D. studies because of his undergraduate work with Durán as a McNair Scholar. “It has become clear to me that he does not simply speak theory, he puts theory into action,” Solis wrote in his nomination letter for the mentorship award. “Dr. Durán has avoided imposing a confined identity on me and has encouraged my multiple scholarly interests. I believe that
Dr. Durán’s mentoring style is closely connected to the Paulo Freire inspired notion of critical pedagogy and empowerment. That is why he doesn’t want me to be an empty vessel ready to be filled by the mentor’s knowledge. He wants mentoring relationships to be generative, where both the mentor and the graduate student are creators of knowledge.

**Tania Israel**

Not only does professor Tania Israel mentor current students, she’s still in touch with a host of alumni on regular Zoom chats. Getting to peek in on one, I learn they call themselves, “The Children of Israel.”

“This meeting is super, super important,” insists Jay Bettergarcia (PhD ’16), an Assistant Professor at Cal-Poly. “We all spent so much time together in grad school, and then to get dropped into this whole academic thing… “What do I do? How do I do it?”’ She praised how the chats gave her a chance “to hear what other people have been through and get their sage wisdom.”

Leading with that wisdom is Israel, for as KJ Conover, an Assistant Professor at Alliant International University (PhD ’15), puts it, “We used to call her the Queen of the Positive Reframe and that’s still true.” To which Audrey Harkness (PhD ’16), a postdoctoral fellow at the University of Miami, adds, “It’s striking how available Tania makes herself without being overbearing. I don’t know how she has time for all of us.”

Talking to Israel makes it clear she feels compelled to be so helpful. “First, it’s about how strongly I feel about the work I’m doing, developing interventions to support LGBT people,” she says. “We don’t have nearly enough people doing this research, and I can’t do all the research that needs to be done.” Luckily there’s a second part of her motivation as a mentor, for she goes on, “I have amazing students. We get three hundred applicants and admit fifteen and then ten or twelve come. I want them to succeed. They have so much to offer the field or they wouldn’t have gotten into the program.”

One particular area that Israel insists on helping students with is their writing. She recalls how when she joined the faculty at UCSB, professor Don Atkinson took her under his wing; she recalls, “He gave me tons of guidance through multiple drafts—my work hadn’t had that, and it needed it.” So she offers similar help for her students, setting up a Dropbox with each advisee so they can leave drafts before meetings. “That helps them stay productive,” she says, “plus it makes them do multiple drafts. You have to be able to revise and resubmit.”

As with so many mentoring situations, Israel also insists she’s learning from her students, too. “They have knowledge and experience in areas that I don’t necessarily have,” she admits. “I have no doubt they’ll take this field much further than I could— they’ve taken courses and gotten research training in LGBT psychology, and society has changed so much. I want them to go beyond what I can do.”

**Natalie Holdren**

If anyone has a good sense of the inner workings of the Gevirtz School, it’s Natalie Holdren. While she now teaches TEP Special Education courses, she received her M.Ed. and Education Specialist Credential (ESC) from TEP, too (in ’06 and ’05). Of course, she has also worked as a fieldwork supervisor for ESC students for years. What’s more, she capped all that with a PhD
from the Department of Education in 2017. She jokes, "I live in this building, and have for a very long time."

That means she’s been mentored and has mentored. Citing the high turnover of special education teachers, she believes having mentors in this field is crucial. She says, "It’s important to help our students and new graduates navigate the difference between the values and practices we teach them in TEP and the realities they face in schools—without support, it’s overwhelming."

Providing a network through professional associations becomes one way to help, and Holdren has just finished her term as president of Cal-TASH, the California chapter of the international leader in disability advocacy. Holdren says joining the organization has been a great way to meet and learn from individuals who share her ideals of equity and inclusion for individuals with disabilities. Each year, Holdren brings her ESC students to the Cal-TASH conference so they too can benefit from becoming part of the community.

"Many of my graduates enter their first year of teaching as the only person with their expertise at their school," Holdren points out. "This can feel isolating and puts tremendous pressure on them to be the advocate and expert on students with significant disabilities."

Having a community to connect with around issues specific to special education and disability is critical. So Holdren remains in touch with TEP graduates, and they are very thankful. "She walked alongside me and was a constant presence," says Brenda Bilton (ESC, M.Ed. ’17), who is currently a 2nd-5th grade teacher for students with significant disabilities at Temecula Valley Unified School District. "She continues to remain a mentor and friend in my life who I can always call when I need to. Entering my first year of teaching, Natalie consistently provided her professional and personal expertise."

Natalie benefits from twenty years of special education experience in Santa Barbara and believes there is great value in knowing a community when training student teachers. "If I were an outsider, I don’t think they’d get as rich an experience," she claims. Students certainly sense that value. "I believe Natalie is the spirit of the TEP Special Education Program," Cintya Diaz (ESC, M.Ed. ’18), who is currently an Education Specialist in the Goleta Unified School District, says. "She is the person that encourages, motivates, and guides us to be successful. What’s more important is the passion, integrity, dedication and professionalism that she demonstrates everyday to support colleagues, students and parents of children with disabilities."
During the 2017-2018 academic year, the combined generosity of 233 donors, including 164 alumni, 22 parents and friends, 20 faculty and staff members, current and past UC Santa Barbara Foundation trustees, and 23 foundations and organizations raised funds for student fellowships, faculty support, research and clinical/programmatic expenses in the Gevirtz School.

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