University of California, Santa Barbara

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LAUNCH

The Magazine of the Gevirtz Graduate School of Education

GEVIRTZ GRADUATES READY TO TAKE ON THE WORLD
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The Magazine of the Gevirtz Graduate School of Education

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On the cover: One more way to celebrate some of our 2020 graduates, even if they didn’t get a commencement ceremony because of COVID-19.
Dear Members of the GGSE Community,

I write to you at a time when the work we do at the Gevirtz School has never been more dramatically necessary. The international pandemic has laid bare the inexcusable inequality of our health care system while also highlighting the importance of science education and critical thinking. Millions marching in the streets for racial justice have made clear that it is long past time for our country to come to grips with its racist history. We have never had more work to do to provide mental health care, to make at-home learning as successful as possible, to further scholarship that leads directly to educational equality for all.

I am fortunate to lead a community that makes tremendous impact, helping to inform and improve research, policy, and practice in education and applied psychology. We are committed to tackling these most crucial issues of our age.

Consider this 2020-21 issue of Launch/Re:Launch as a snapshot of what we have done and hope to do. You will be introduced to Dr. Tarek Azzam as he rolls out the new and very much needed Center for Evaluation and Assessment. Another of this issue’s stories looks at the exciting changes to the School that are part of our new Strategic Plan. To adapt to the times, we look to create new programs, both at the graduate and the undergraduate levels. We hope to announce our first undergraduate major in the next few years, one with diversity, social justice, and community service at its core.

Launch also offers our manifesto for how to work to dismantle racism. The magazine also lays out some of our first steps in this essential effort: developing bilingual therapy and educating ourselves in anti-racism. What’s more, this issue features a profile of alumna Dr. Helen A. Neville, a foremost scholar-educator-activist in the areas of race and racism. Her work is a challenge to us all to do more and do better.

The School has also been quick to respond to the COVID-19 crisis. In Launch you will read how our psychological services training clinic has stepped boldly into the emerging world of telehealth. Re:Launch captures three different research perspectives: fifteen of our graduate students are working on a range of projects, including assessing mental health in Black and Latinx communities in the context of COVID-19 and civil unrest; three of our applied psychology faculty are adapting what they know about school psychology and trauma to strengthen mental health; and eight members of the school took part in a journal-writing project, creating a powerful first-person history of the pandemic.

I assume many of you already know the beloved Dr. Jules Zimmer, who served on the faculty for more than 30 years, half of that as dean. I’d be remiss to leave out some very big good news—I am the first to hold the new Jules Zimmer Dean’s Chair at the School. The chair represents our shared values of academic excellence, friendship, generosity, vision and a commitment to the future—all values Jules himself embodies.

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)—where among other things you can read more from Dr. Neville and dive into all the COVID-19 journal entries.

Best wishes,
Jeff Milem
THE SCHOOL’S STRATEGIC PLAN SWINGS INTO ACTION

Following Dean Milem’s charge, faculty, staff and students came together in numerous meetings, planning sessions, and work groups during 2018-19 to chart a collective version of the School’s future. The resultant Mission for this new five-year strategic plan is:

1. To conduct scholarly inquiry into education and applied psychology, especially into community responses to the opportunities and challenges posed by individual, economic, linguistic, and cultural diversity in our multicultural society;

2. To educate scholar researchers and scholar practitioners to address educational opportunities and challenges arising from diversity;

3. To develop and maintain exemplary programs that serve as models for teaching, research, and service.

As a way to accomplish all three points of the mission, the School is currently developing its first undergraduate major. This major change at the School, pun intended, “Stems from the desire to make important contributions to the university through the design and implementation of an undergraduate major that draws upon our expertise as scholars in education, literacy, research, evaluation and policy, social justice, community service, applied psychology and human development,” says Dean Milem. “This vision is driven by our desire to be responsive to all members of our state and nation; to create the conditions that will allow us to achieve educational and social justice; and to prepare teachers, scholars, and practitioners who will provide leadership in these efforts.”

There’s little doubt the undergraduate body of UC Santa Barbara would be eager to take advantage of a Gevirtz School major. Right now, the School offers the two most popular minors on campus—Applied Psychology and Educational Studies. “The Minors, however, only allow for students to take a few courses, not a full rigorous Major that would prepare them for future opportunities,” points out Professor Shane Jimerson, who has led the work group developing the new major. “There are no other departments on campus that can provide the content, knowledge, and preparation that we can.”

That new major—with an official name still to come—will be built around four focus areas: Human Development; Diversity and Social Justice; Research, Evaluation, and Policy; and Fieldwork and Community Service. Students graduating with this new B.A. could pursue careers in fields such as scholarship, teaching, therapy, social work, advocacy, policy planning, government, and community support for children and families.

Nothing drives the need for the new major more than the values captured in the 2020-2024 strategic plan. These values include:

- Embracing our responsibility as a Minority-Serving Institution (MSI) to catalyze the strengths of diversity and address the challenges of our complex world.

- Teaching leaders who will help build equitable communities locally and globally.

- Transforming school and community–based systems to better serve vulnerable populations.

- Collaborating with interdisciplinary and community partners to conduct impactful, respectful, equity–serving and community–engaged service and research.

Students in the Major working through the four focus areas will also be a crucial part of several new initiatives at the School, including the Center for Evaluation and Assessment (see an article about this project on p. 8), the Center for Publicly Engaged
Scholarship led by Dr. Victor Rios from Sociology and Dr. Rebeca Mireles Rios from Education, and the nascent Harding University Partnership School Community Resource Center.

The School hopes that the new Major will be joined with other programmatic changes over the next few years (there is a long approval process at the School, University, and even system level that will take some time, no doubt complicated by the COVID-19 pandemic). The School is also considering expanding its offering of Master’s degrees, and is already in the process of reinstating a terminal M.Ed. in School Psychology.

“With shortages of school psychologists extensively documented in the State of California and nationally, the Department of Counseling, Clinical, and School Psychology working group determined that the Masters in Education and credential program will meet a critical and urgent need for school psychologists prepared to meet the needs of diverse children and families across the state of California, nationally, and internationally,” Dr. Jimerson, a school psychologist himself, makes clear. The need for a wave of school psychologists couldn’t be more evident, given the American School Counselor Association recommends a 250-to-1 student-to-counselor ratio and the California state average is 609-to-1.

“Our privilege as educators is our willingness and ability to work to influence and transform scholarship and service for the betterment of society,” Dean Milem has said. “I look forward to the paths ahead.”
ADVANCING EQUITY AT THE SCHOOL AND BEYOND

The Gevirtz School has historically been guided by an unwavering commitment to improving the knowledge base about educational and applied psychology issues, providing professional development for the future leaders of public education, and ensuring high quality education for all of our nation’s children. Recent events in the country have led the School to re-commit its efforts to social justice and racial equity. There are many ways we hope to accomplish such work, starting with a statement by the school deans posted on June 2, 2020.

Taking Action to Dismantle Racism: A Message from the Gevirtz School Deans

Over the past weeks, we have witnessed the senseless and violent deaths of Ahmaud Arbery, who was shot and killed by white supremacists who felt entitled to confront him about being in the neighborhood in Glynn County, Georgia where he was jogging; Breonna Taylor, a black woman in Louisville who was shot eight times by police who fired into her home more than 20 times while she lay in her bed; and the murder of George Floyd, whose life we saw slip away as he lay handcuffed and face down on the pavement while a white police officer kneeled on his neck with his full weight for nearly nine minutes as Mr. Floyd cried out for help saying that he could not breathe.

These horrific acts remind us of the lasting, insidious effects of racism and white supremacy in our country. They are the outcome of entrenched societal maladies that we must confront and resolve through immediate action while we simultaneously pursue longer-term strategies that facilitate systemic, structural changes. Members of the Gevirtz School community stand behind calls for constructive and legal actions that will deliver social justice forthwith to those who harm members of our community. And as importantly, and consistent with our recently established strategic plan, we reaffirm our responsibility and duty as a school, as teachers and scholars, and public servants to use education research, practice, and policy tools to dismantle racism and promote the well-being of our many diverse communities.

Consistent with our strategic plan vision to “be a leader in addressing pressing social justice issues through interdisciplinary collaborations grounded in educational and applied psychological research, teaching, and service,” the Gevirtz School will:

- Embed social justice concerns as central parts of our curriculum by critically examining our nation’s history of educational inequities, mass incarceration, state sanctioned violence, and inadequate access to quality health care.
- Increase the diversity of our hires and hires of persons whose work focuses on the pursuit and attainment of social justice.
Andrés Consoli Makes the Case for Bilingual Therapists

Dr. Andrés Consoli of the Department of Counseling, Clinical and School Psychology made the case for the critical importance of bilingual training in a recent article posted by the American Psychological Association. Here are some excerpts from the article, which can be found at apa.org/members/content/bilingual-training.

Competence for any professional can only come from appropriate education, training, and experience, Consoli says. For bilingual psychologists, the legs of that tripod need to rest firmly in both languages, because the prospective client population ranges from, in this case, using only Spanish—or only English—to being fully bilingual.

And Spanish must be an integral part of the psychology curriculum, including “discipline-specific courses delivered in Spanish,” bilingual practicums, and supervision in Spanish, he says.

“The time for bilingual training is long overdue in a profession in which people make their living talking,” Consoli says. He adds, “Multicultural competence and multicultural humility are crucial variables in the delivery of mental health services.”

Finally, we invite all members of the Gevirtz, UCSB, local, national, and international communities to work with us to focus our individual and collective action to dismantle racism and transcend issues of educational and social inequity.

Jeffrey F. Milem, Dean
Richard Durán, Associate Dean
Danielle Harlow, Associate Dean
Jill Sharkey, Associate Dean
Briana Villaseñor, Assistant Dean

The School is committed to a full slate of the Dean’s Lectures on Education, Diversity, and Democracy, like this event in 2018.

Educating the School in Antiracism

Even in summer, teacher’s love learning. Following the murder of George Floyd and the #BLM movement the Teacher Education Program (TEP) engaged in learning more about discrimination and systemic racism in our country. Assistant Teaching Professor Amber Moran led the way to organize a reading group of 28 TEP faculty examining Ibram X. Kendi’s How To Be an Antiracist. The discussion sessions so far, Moran says, have been “a natural space for us to pause and really reflect. The book has done a great job of laying out different lenses on racism. We’re developing a common language that will be super helpful as we move forward.” Not only will they consider action plans once the book is finished and fully considered, but it’s also just the first step of such deliberation—soon the entire Gevirtz School might be working in reading groups, too.
March 14, the day that Chancellor Henry Yang announced remote instruction for spring quarter, was also the day that the Hosford Clinic staff said, “COVID-19 will not stop us from providing therapy.” Within one month, the faculty were tasked with switching from in-person services to completely remote services for all three specialty clinics at Hosford. This process was made possible through the hard work of the Hosford Clinic and UC Santa Barbara, as well as the larger community of psychologists across the country.

Former Hosford Clinic Director Heidi Zetzer, who just stepped down from her post in June, played a vital role in building telehealth. This process included acquiring the best technology to practice telehealth, creating policies and procedures that met the standard of care, and training personnel. Her excellent leadership, and the research efforts of the clinic staff, made this monumental task not only possible, but a huge success. Current Clinic Director Steve Smith says, “The work Heidi has done is nothing short of heroic.”

An essential part of building telehealth was acquiring the technology necessary to deliver remote treatment. A team of experts was needed to navigate how to email clients securely, videoconference with clients and student clinicians, and access client records through an electronic health record system. It was also important that the equipment and software met HIPAA requirements protecting patient information. Shannon Rivard, Department of Counseling, Clinical and School Psychology Administrator, Dyan Wirt, Clinic Administrator, Doug Drury, UCSB IT Strategist, Sam Horowitz, UCSB Chief Information Security Officer, and a full complement of UCSB IT specialists worked diligently to have the telehealth therapy program ready by April.

The transition to a virtual format created challenges in regards to training student clinicians and conducting therapy over Zoom. Zetzer points out that the training of psychologists and the provision of clinicians is very relational and built on personal connections. She explains, “Over Zoom, it is harder to build and maintain these relationships because
you lose the informal interactions, such as students stopping into my office to ask a question, or seeing them around the building.” Similarly, Smith explained that therapy over Zoom is quite an adjustment, as the loss of body language and face-to-face interaction makes it harder to get a full sense of the patient. “I love doing therapy in person,” he states, “I find it easier as a therapist to connect with people in the room with me.”

That said, throughout the transition to a virtual format, the clinicians have also found many positive aspects of working remotely. Smith sees telehealth as serving the clinic well in the future. “A huge benefit of the telehealth service is being able to access clients across the state, and serve a larger population that could not be reached before,” he explains. Miya Barnett, Director of the Parent-Child Interaction Therapy Clinic (PCIT), stated that PCIT, which is a model for coaching parents, has translated well over Zoom. In the clinic, therapists stand behind a one-way mirror and observe and coach parents interacting with their child. The transition to Zoom worked seamlessly because the therapists were already accustomed to conducting therapy in two different rooms. What’s more, Barnett points out that “being able to observe families in their home environment is an especially rewarding experience.”

As the clinics underwent many changes, the faculty and staff found an immense appreciation for their colleagues’ commitment to each other’s well-being. Zetzer admits that at first she wondered if it would be more beneficial to close the clinic for the academic year to take more time to navigate telehealth. “Luckily, I have colleagues at UCSB and throughout the country who direct or supervise in psychology training clinics,” she says. “Their perspective, wisdom, shared resources, and reassurance made all the difference and helped me move forward with building telehealth services.”

During this global pandemic, the supervisors at Hostford Clinic developed a newfound appreciation for the resilience of those around them. The student clinicians showed resilience by adopting a telehealth system all while being physically and emotionally impacted by the pandemic, Anti-Black racism, racial injustice, threats to the completion of their education and supervised clinical training, threats to DACA, and threats to LGBTQI rights. The larger community of psychologists across the country demonstrated resilience by volunteering information while scrambling to develop their own telehealth systems. The clinic directors, administrators, and supervisors displayed resilience by developing a telehealth program from scratch in order to provide help and healing to patients in a time of uncertainty. Zetzer states, “While the ‘tele’ part of telemental health is what generally gets emphasized, it is the human aspect of the work that deserves the most attention.”

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**What good is feeling good?**

**POSITIVE COPING IN A TIME OF CRISIS**

**POSITIVE AND PAINFUL EMOTIONS CO-OCCUR**

Decades of research has shown that even seasons of life dominated by deep suffering, such as bereavement or acute trauma can include moments of positive emotional reprieve. Experiencing positive emotion amidst these periods of stress promotes better long-term outcomes, including less depression and stronger social bonds.

**Positive emotion coping strategies can include:**

1. **CREATING POSITIVE MOMENTS**

   Sometimes we need to consciously schedule situations or activities likely to make us feel good. We can try for any positive emotion, including (but not limited to) curiosity, calm, amusement, joy, hope, gratitude, and/or love.

2. **PROBLEM-FOCUSED COPING**

   Some of life's problems are too big or too complex to solve alone. In those times, we can refocus on solvable tasks (e.g. making dinner, picking up medicine) within the unsolvable problem. Keep tasks small and incremental: What is the first step of the first step?

3. **FINDING MEANING + NOTICING THE GOOD**

   In times of chronic stress, many people infuse new or deeper meaning into otherwise ordinary daily events. A walk in the sun or a phone call with a loved one may elicit deeper gratitude than before.

**Emotional balance is allowing for a full range of pleasant and painful feelings.**

**HONORING + ALLOWING PAINFUL EMOTIONS**

Remember that chronic avoidance of emotional pain can worsen distress in the long-run. Noticing, describing, allowing, and accepting uncomfortable and painful emotion is an important part of coping with extended crises. No matter what emotional experiences you are having, try to treat yourself with understanding and without judgment. You’re coping and that is good enough.

**SELECTED REFERENCES**


TAREK AZZAM LEADS THE NEW CENTER FOR EVALUATION AND ASSESSMENT

Azzam gives a pertinent example, relating the story of a time he evaluated a student retention program at an un-named higher education institution. That institution was happy to hear the treatment group performed better than the control group, but it was less happy to hear the results of additional analysis: looking at the results by ethnicity, Latinos in the treatment were dropping out at an even higher rate than those in the control group. “Further analysis showed the mentors in the program didn’t have the same background as their mentees,” Azzam recalls, “so they unintentionally assumed everyone came in with the same level of cultural capital.” These evaluation results led to changes in the program, and after recruiting more first-generation scholar mentors, a re-evaluation showed the initial issue was solved.

Solving social problems is what drew Azzam to evaluation in the first place, when he was an undergraduate at UC Santa Barbara (yes, he’s a Gaucho). While he was always interested in research, he explains, “I was interested in research for social betterment, to assist communities and vulnerable populations.” He was fortunate to work with legendary professor Dr. Daphne Bugental in the Psychology Department on research examining the effectiveness of a child abuse program and he was hooked. Unfortunately, Bugental passed away a year before Azzam joined the GGSE faculty, so he never got to work with her as a colleague.

Azzam, who joined the GGSE faculty in 2019, came to UCSB from Claremont Graduate University, where he had been Associate Professor and one-time director of The Evaluators’ Institute. He insists he still loves the work, saying, “I still get a kick out of it,” in particular because he consistently develops cutting-edge methodologies and approaches, warning that one of the big pitfalls is assuming one type of evaluation fits all situations. He also welcomes the movement toward certifying evaluations that has occurred internationally in countries like Canada, New Zealand, and Japan.

Tarek Azzam, Associate Professor in the Department of Education and Director of the just established Center for Evaluation and Assessment (CEA) at the Gevirtz School, realizes program evaluation is far from a neutral tool. “I conducted a survey of evaluators,” he recalls, “and asked them, ‘How often are you asked by clients to modify your findings?’ The answer was 76% of the time—it’s very common.” A shocking answer like that feeds Azzam’s mission, though. “That’s why I want to train evaluators, as there are lots of legal, ethical, and political concerns,” he says. “If you’re just trained to do research, you rarely learn about those issues.”

For while organizations always want to claim they are moving to evidence-based decision-making, sometimes that evidence doesn’t tell them what they want to hear. Azzam, then, not only has to design a useful evaluation but also has to sell its efficacy, even if he has to deliver less than a 100% good news. “If an evaluation is developed in a responsible and useful way, it can make the program more effective,” he says. “It can also highlight social inequities and put a light on issues otherwise ignored.”
Evaluation can be useful and successful, he claims, “When there’s stakeholder buy-in, when it’s responsive to informational needs of the program, and when it’s viewed as credible.” The political edge to evaluation can’t be ignored—before it begins all parties have to agree on what results might signal success. He points to the national evaluation of abstinence-only sex education as an example. The evaluators knew people had definite beliefs going in, “So they formed an advisory committee from both camps and that group agreed on the methods and measures first,” he relates. The evaluation found abstinence-only sex education had no effects—it didn’t prevent pregnancies but also didn’t increase STDs in teens. So both groups came away a bit disappointed with the results, even if the evaluation led to the end to federal funding of such programs. “When you have something controversial, you don’t ignore it,” he sums up. “You anticipate it that it might blow up and plan for it as much as possible.”

His plans for the CEA are tripartite. First, the Center will provide evaluation services to both UCSB and the regional community and eventually beyond. Second, it will be a hub to train evaluators, to help build evaluation capacity for organizations. Third, it will conduct research to develop new methodologies—for example Azzam is currently exploring how crowdsourcing can alleviate issues of time and money during evaluations. Can they be used as control groups? As a way to validate instruments?

Overall, his general pitch to a possible organization sums up his and the Center’s approach. “I tell them, ‘I can do the check-the-box evaluation, but it won’t be that useful to you,’” he says.

Why not try to figure out and collect and report relevant and useful information to help continue the development of your program and respond to emerging needs? This is the type of information that would be most helpful for you as decision makers.
DR. HELEN A. NEVILLE: A RACIAL JUSTICE JOURNEY

Alumna Helen A. Neville (Counseling Psychology, Ph.D., ’93) is a force for transformation. A professor of Educational Psychology and African American Studies at the University of Illinois at Urbana-Champaign, she is a national leader in the areas of race, racism, and racial identity, and diversity issues related to well-being. From being a past President of APA Division 45, the Society for the Psychological Study of Culture, Ethnicity, and Race, where she founded the Radical Healing Collective, to co-editing/authoring eight books and (co-)authoring over 90 journal articles and book chapters, Neville has built a career of social justice work.

Launch had such a fruitful interview with Dr. Neville that we can only feature two of her crucial answers here; please go online (education.ucsb.edu/news/2020/alumna-helen-neville-launch-2020-full-interview) to read the full discussion. Here she replies to the issues:

How does white supremacy make itself known in the classroom? In therapy?

Instead of using the term white supremacy, I like to talk about it as the myth of white supremacy. This underscores the fact the idea of supremacy is a false one; instead, there is a myth that white individuals and white systems and white culture are superior to Black and Latinx and Afro-Latinx and various different Asian and Indigenous communities.

So, what does this look like in the classroom? The myth of white supremacy shows up in the content of the course—what’s on the syllabus, the assigned readings, the theories discussed, and the topics covered. It reflects the person’s approach to the specific topic. It is less about who is covered in the course, but rather who is not included and why? If an educator does not specifically say, “I adopt an anti-racist, social justice oriented, or decolonized approach to teaching,” then many times the structure and content of the course support the myth of white supremacy.

How we as educators communicate and how we expect students to communicate fits into this notion of the myth of white supremacy. For example, the question “why don’t we have a civil discussion?”, often is designed to silence people’s affect around their oppression. In essence, the question encourages people not to express anger over racial and other forms of oppression. Imbedded in the question, also, is the assumption that naming racism and anti-Blackness is not part of the civil discourse.

Black students, indigenous students, and other students of color feel silenced in the classroom in other ways as well. Race or ethnicity or racism are rarely discussed and when they are discussed those populations are pathologized or their experiences are minimized. And when there is conflict in the room over incidents or discussions, many times faculty don’t have the skill set or training to intervene. Some students might say incredibly insensitive things that get unchecked or unchallenged by the teacher or other students. This further silences students of color and it creates an unsafe learning environment.
Parallel to the classroom is how the myth of white supremacy shows up in therapy. One way is a therapist’s case conceptualization. If a therapist focuses solely on individual behavior and individual actions that are decontextualized from the client’s lived experience, they don’t take into consideration the client’s racial and other social identities, their class background, and the neighborhood in which they grew up. As a result, the therapist might pathologize the client or identify the source of anxiety or depression solely within the person as opposed to within the environment. Another way is adopting a racial colorblind approach to conducting therapy. This is where folks might say, “I see all of my clients as human beings, I don’t want to stereotype them; I just want to focus on them and their individual selves.” This would be fine if we lived in an ideal world. Unfortunately, we don’t live in an ideal world where race and racism do not matter. When therapists view clients as individuals, that is often paired with them not exploring clients’ racial or ethnic or cultural selves; the therapists are essentially denying that part of their clients’ lives. What ends up happening is that people don’t feel completely seen or recognized in therapy.

Another way in which we see the myth of white supremacy operating is the assumption that individual or group therapy is the gold standard way of promoting mental health. We should also train applied psychologists to work in communities and to intervene at a structural and system level. If we find that our clients are experiencing racial trauma, what are we doing as psychologists to transform those toxic and hurtful practices and environments that are rooted in racism?

Does the current moment, despite growing out of violence and pain, give you hope?

We are living in a moment of tremendous chaos and pain. But, having said that, I am so inspired by the radical and revolutionary love that I see out there. People feel so passionately about justice, about anti-Blackness, the importance of affirming Black lives that they are continuing to demonstrate for at least three months after the murder of George Floyd. I view that as love; people are so committed to our collective humanity that we are willing to fight and struggle for justice in the midst of a global health pandemic. That gives me hope.

But what also gives me hope is that I come from a long history of people who have resisted oppression, who have worked and fought hard to transform our society so that I could have some of the opportunities that I have now, so that we have a society that is much closer to realizing democracy—we’re not there yet, but it is a journey.

I also believe that I owe it to future generations to hold on to this fight. To know that tomorrow is going to be better for them. I think that gives me hope and motivation and provides me with meaning. I also understand that a tool of racial oppression is to try to make us feel powerless and hopeless, and I will not succumb to that. I can see all kinds of possibilities in my future, in our collective future. These possibilities include liberation, and freedom, and joy.
**FACULTY HONORS, AWARDS, AND BOOK PUBLICATIONS, 2019-2020**

**Diana Arya** was promoted to Associate Professor.

**Miya Arya** was awarded a Hellman Fellowship for the study, “Interpersonal Autonomic Physiology in Parent-Child Interaction Therapy.”

**Charles Bazerman** was presented the 2020 CCCC Exemplar Award from The National Council of Teachers of English (NCTE). He also co-edited, with Blanca Yaneth González Pinzón, et al. *Conocer la escritura: investigación más allá de las fronteras; Knowing Writing: Writing Research across Borders* (Universidad Javeriana, Bogota, 2019).


**Alison Cerezo** guest edited a special issue of the *Journal of Latinx Psychology* that focused on Latinx LGBTQ issues; the issue was the first ever collection of papers on sexual and gender diverse Latinxs. Cerezo was also awarded a Hellman Fellowship for the study, “Tracking the Impact of Daily Stressful Events on Mental Distress, Alcohol and Tobacco Use in Sexual Minority Women.”

**Andrés Consoli** was elected to serve as Vice President for International Affairs for the Society of Counseling Psychology (SCP), Division 17 of the American Psychological Association.

**Andrew Fedders** was appointed to serve as the UC Representative for the Special Education California Teaching Performance Assessment (CalTPA) Design Team.

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

**Danielle Harlow** was nominated for a 2020 Margaret T. Getman Service to Students Award.

**Tania Israel** published *Beyond Your Bubble: How to Connect Across the Political Divide* (American Psychological Association, 2020).

**Shane Jimerson** was the recipient of the 2020 Trainers of School Psychologists (TSP) Outstanding Trainer Award. Jimerson was also named the new editor of *School Psychology Review* and is President of the Society for the Study of School Psychology. Jimerson also presented the 2020 National Association of School Psychologists Distinguished Lecture; the title of his talk was “Be the Change: Taking the Lead to Diversify our Profession.”

**Maryam Kia-Keating** was promoted to Full Professor.

**Jin Sook Lee** received a 2019-20 Outstanding Graduate Mentor Award from UC Santa Barbara’s Academic Senate.
Steven Smith was appointed chair of the Department of Counseling, Clinical and School Psychology and the Director of the Hosford Counseling & Psychological Services Clinic. Smith was also promoted to Full Teaching Professor.

Ty Vernon was promoted to Associate Professor.

Heidi Zetzer was elected as Secretary of the Society of Counseling Psychology (SCP), Division 17 of the American Psychological Association. Zetzer also received the Santa Barbara County Psychological Association Legacy Award for her achievements in Mentoring and the Clinical Supervision field of Psychology.

Jeffrey Milem was appointed as a member of the UC Provost’s Advisory Council on Educational Equity. Milem was also elected to the Board of Directors for the Santa Barbara Education Foundation (SBEF).

Melissa Morgan was promoted to Full Professor. She was also elected Fellow of the Society for Counseling Psychology of APA.

Mathew Quirk was promoted to Full Professor.

Russell Rumberger was appointed to the Research Advisory Subcommittee for the development of the California Cradle-to-Career Data System.

Tine Sloan was appointed to the Research Advisory Subcommittee for the development of the California Cradle-to-Career Data System. Sloan was also promoted to Full Teaching Professor.
Endowed in Perpetuity

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 to assist with the transition to their first teaching position in elementary education.

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

The Cynthia and Frederick Brinkmann Fellowship
Generously supports students pursuing teaching credentials in the Teacher Education Program.

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 Critelli, this fellowship highlights one of the core values of the Teacher Education Program—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 Fellowships
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 Teacher Education Program 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 the Teacher Education Program. 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 Teacher Education Program students working toward the Education 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 the Teacher Education Program. 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
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 the Teacher Education Program. 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.

Anually Funded Fellowships

The Lubchenco-Gaines Fellowships
Supports a candidate in the Teacher Education Program including a single subject credential candidate with a focus on biology and has demonstrated financial need, and a multiple subject credential candidate who is a first-generation college graduate and has demonstrated financial need.

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

The Alumni Fellowship Funds for Education, CCSP, and TEP Graduate Students
Gevirtz School alumni established three funds to support future generations of students who will soon join them as graduates. These funds are intended to help offset the rising costs of tuition.

PEAC Community Fellowship for Education
This is a new partnership among the Gevirtz School’s Teacher Education Program, Santa Barbara Unified School District (SBUSD), the James S. Bower Foundation, and SBUSD’s Program for Effective Access to College (PEAC—which supports students from traditionally underserved backgrounds with the academic and socio-emotional supports necessary to reach college). The funding provides full-ride fellowships to PEAC graduates (or closely affiliated students) who have completed their undergraduate degrees, wish to earn their teaching credentials in the Gevirtz School, and ultimately return to their home community as a teacher in SBUSD. SBUSD compliments these full-ride fellowships with first right of refusal on appropriate job offers—upon entering TEP—to be finalized after the successful completion of their teaching credentials. With generous support from the Helen and Will Webster Foundation, we were able to expand this program and offer a fourth fellowship this year.
Sky Adams (TEP, SST/Biology, M.Ed., ’16) has been named the first women director of Santa Barbara High School’s award-winning Computer Science Academy.

Reem A. Alfrayan (Education, Ph.D., ‘14) was appointed the Executive Director at the G20 Saudi Secretariat.

Miles Ashlock (Education, MA, ’11), UC Santa Barbara’s Acting Associate Dean & Director, Office of Student Life, was nominated for a 2020 Margaret T. Getman Service to Students Award.

Leesa Beck (Education, Ph.D., ’16) was appointed Director of Summer Sessions at UC Santa Barbara.

Andrew Choi (CCSP, Ph.D., ’19) won the 2020 American Board of Professional Psychology (ABPP) Dr. Arthur Nezu Diversity Dissertation Award and the 2020 APA Edwin B. Newman Graduate Research Award for his dissertation on bisexual health.

Andrés Consoli (CCSP, Ph.D., ’94) was elected to serve as Vice President for International Affairs for the Society of Counseling Psychology (SCP), Division 17 of the American Psychological Association.

Andrew Fedders (Education, Ph.D., ’11) was appointed to serve as the UC Representative for the Special Education California Teaching Performance Assessment (CalTPA) Design Team.

James Ford (Education, Ph.D., ’13) was appointed as Chief of Staff for the Division of Academic Planning at UC Berkeley.

Michael Furlong (Education, Ph.D., ’80) was appointed Associate Editor of both Educational and Developmental Psychologist and Journal of Positive School Psychology.


Amber Gonzalez (Education, Ph.D., ’13) was given tenure by the Department of Child Development at California State University Sacramento.

Kim Johnson (TEP, SST/Mathematics, M.Ed., ’99) and her husband Jack Johnson fund the Explore Ecology initiative, which hosted the Santa Barbara Edible Education Symposium on October 11 and 12.

Don Lubach (Education, Ph.D., ’97) was appointed UC Santa Barbara’s Associate Ombuds. He also was nominated for a 2020 Margaret T. Getman Service to Students Award.

Levi Maala (Education, Ph.D., ’18) directed the film Making It in Cuba that highlights Cuba’s culture of ingenuity.

Nicole Merino (Education, Ph.D., ’10) was appointed the national director of edTPA (an assessment and support system used by teacher preparation programs throughout the United States) at Stanford University.

Jasmine (McBeath) Nation (Education, Ph.D., ’19) was hired as an Assistant Professor of Liberal Studies, Science Specialist at Cal Poly College of Science & Mathematics.

Meagan O’Malley (CCSP, Ph.D., ’11) was given the 2019 Rising Star Award by the Sacramento State Alumni Association. She also received promotion to Associate Professor of School Psychology with tenure at California State University, Sacramento.

Sarah Elizabeth Pelangka (Education, Ph.D., ’11) was named the Children Service Provider of the Year by the Autism Society Ventura County.

April Regester (Education, Ph.D., ’09) was presented with a 2019 TASH (an international leader in disability advocacy) Board of Directors Award.

Carolyn Ross (TEP, SST/English, M.Ed., ’01) was named as the Goleta Chamber of Commerce 2019 Educator of the Year.

Katie Tucciareone (Education, MA, ’05) was selected by fellow staff members for the 2020 Gevirtz Graduate School of Education Staff Citation of Excellence Award.

Ty Vernon (CCSP, Ph.D., ’10) was promoted to Associate Professor.

Chryss Yost (Education, Ph.D., ’18) was named the coordinator of the Harding University Partnership School Community Resource Center.
During the 2019-2020 academic year, the combined generosity of almost 200 donors— including 71 alumni, 57 parents and friends, 8 faculty and staff members, current UC Santa Barbara Foundation trustees, and 28 foundations and organizations— supported student fellowships, impactful research, and clinical/programmatic activities in the Gevirtz School.

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*deceased
H Honorary

Generous Gift Funds Jules Zimmer Dean’s Chair

An anonymous million dollar gift has created the Jules Zimmer Dean’s Chair to honor the longtime faculty member and former dean. Current Dean Milem says: “Our school will reap the benefit of this philanthropic investment in perpetuity—for that I am eternally thankful.”

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