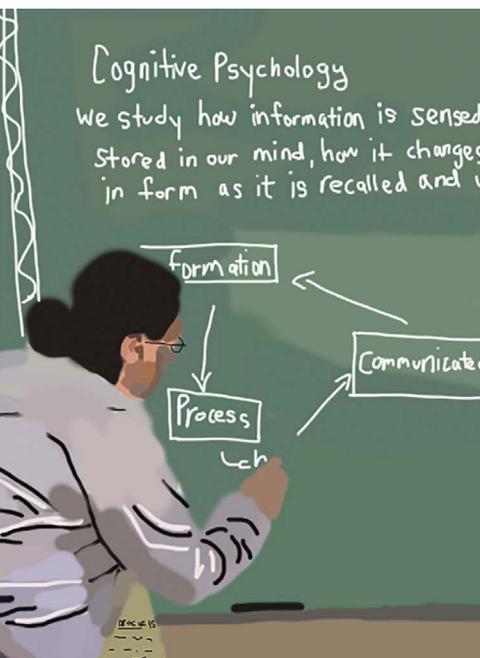


UC SANTA BARBARA  
Graduate Division

# Community & Collaboration

## Graduate Student Research at UC Santa Barbara



THE PROJECTS & PROGRAMS ISSUE  
2019-2020

# TABLE OF CONTENTS

## Community & Collaboration

4	In Gratitude for Your Support
6	Legacy Circle
7	Graduate Division Giving & Benefit Levels
8	Answers in the Ash
12	Building Bridges
14	Philanthropy in Action: Inspiring Mentorship
16	<i>The Mock Marriage</i>
20	Artists in Schools
22	Philanthropy in Action: Fellowship Support
24	The Next Generation
28	LEAFY Learning
30	Philanthropy in Action: Accelerating Research
32	Archives for the Ages
36	Communication in Action
38	Philanthropy in Action: Professional Development
40	A Progressive Model
44	UCSB Crossroads
46	Support UC Santa Barbara's Most Precious Asset

# A MESSAGE FROM THE DEAN

Dr. Carol Genetti



At UC Santa Barbara, we often say that collaborative and interdisciplinary inquiry are in our DNA. The stories in this magazine show you why.

Each is an inspiring tale of how partnership and teamwork allow our researchers to go big—to create big projects, make big discoveries, and have big impact. As our prime research workforce, graduate students are essential drivers of this work. Led by faculty, they teach and mentor undergraduates, work in interdisciplinary teams, bring their insights and work to fruition, and take our university mission far beyond the borders of our campus.

We are so grateful to our many partners that create the network of our community. From local organizations to national foundations, public scholars to public schools, our partners provide invaluable support for our students, who in turn give back by improving society. We are especially grateful to our philanthropic donors whose generous gifts make stories like these possible. Their donations provide direct financial aid, enable Graduate Division programs, celebrate accomplishments, and take UC Santa Barbara to new levels of excellence.

Thank you for being part of our community, part of our legacy, and essential partners in our success.

**Warm wishes,**

A handwritten signature in cursive script that reads "Carol Genetti".

**Carol Genetti**

Anne and Michael Towbes Graduate Dean  
UC Santa Barbara Graduate Division

# In Gratitude for Your Support

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# Legacy Circle

Listed below are the generous and thoughtful members of UCSB's Legacy Circle who have included the Graduate Division and/or graduate student support in their estate plans. A planned gift in the form of a trust, real estate, charitable gift annuity, or bequest strengthens the heart of this great institution.

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Please contact John Lofthus for information on joining the Graduate Legacy Circle at [john.lofthus@ucsb.edu](mailto:john.lofthus@ucsb.edu)

# Graduate Division Giving & Benefit Levels

Each tier includes all benefits listed above it

## **Scholars \$500+**

Recognition in the annual Graduate Division Impact Report

Invitation to regional Graduate Division events

## **Fellows \$1,000+**

Invitation to the UCSB Grad Slam Finals and Reception

Invitation to the annual Beyond Academia Conference

Gifts qualify donors as members of UC Santa Barbara's Chancellor's Council inclusive of Chancellor's Council benefits

## **Ambassadors \$2,500+**

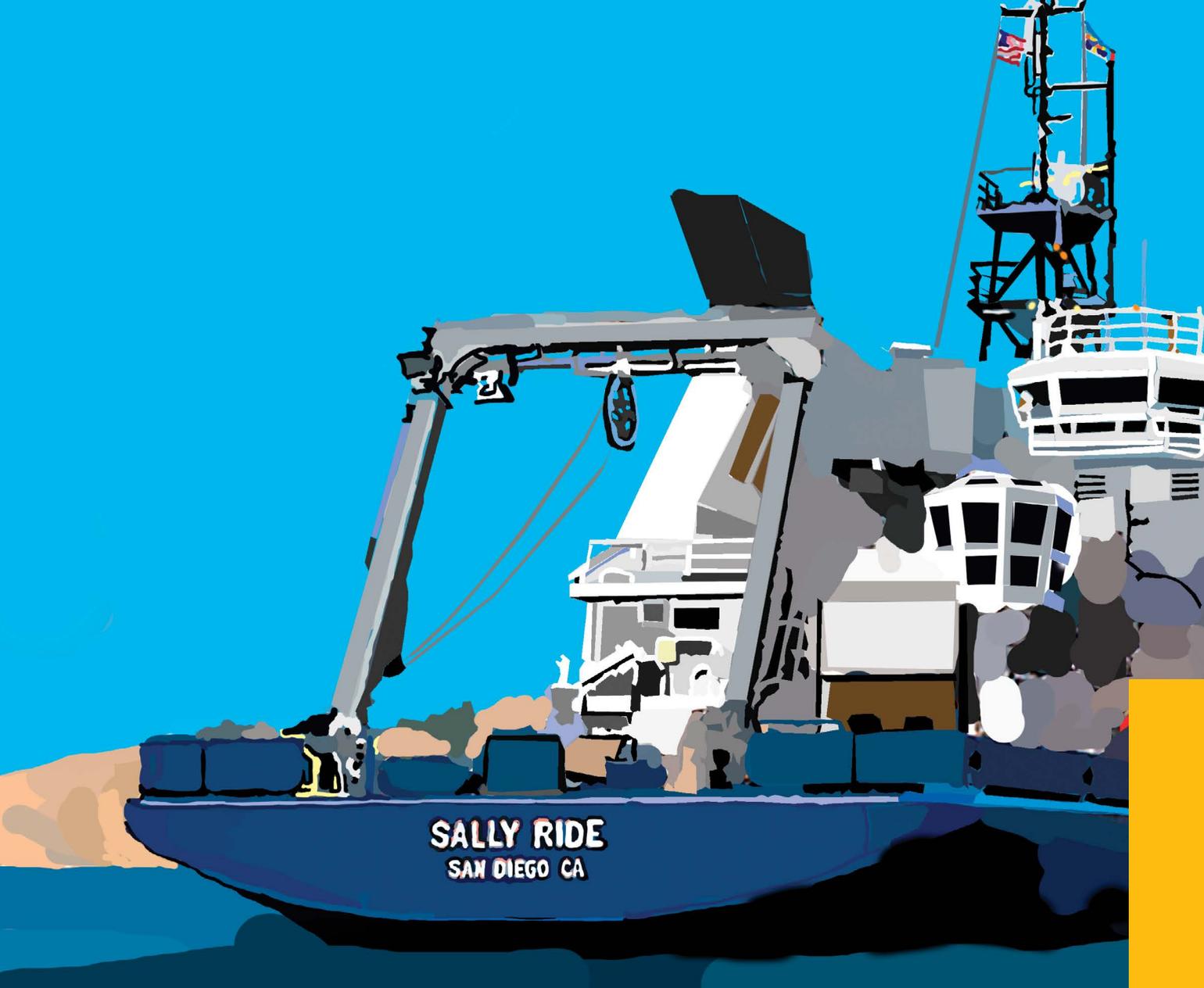
Invitation to attend a "Lunch and Learn" on campus

## **Partners \$10,000+**

Invitation to an annual lunch with the Graduate Division Dean

For giving options or to make a gift online, visit

[www.graddiv.ucsb.edu/giving](http://www.graddiv.ucsb.edu/giving)



**On a chilly night in December 2017, a group of UCSB graduate students peered over the edge of the research vessel (R/V) Sally Ride as an opalescent light danced on the water.**

A bioluminescent phytoplankton bloom had overtaken the channel, offering a rare glimpse into the magic of life beneath the surface of the ocean.

"It was like in the Disney animation *Moana* when the water's glowing

and every time you move your hand you can see it kind of glitter out from around you," said Sasha Kramer, who served on the graduate student researcher crew. "We were all out on the bow looking over the ocean and suddenly see these glowing tracks start streaming toward us -- there were dolphins swimming through the bioluminescence. In my lifetime, I don't know I've ever experienced anything as magical as that."

For over a year, Kramer and fellow graduate students James Allen, Kelsey Bisson, and Nicholas Baetge had planned a research cruise in

the Santa Barbara Channel. Their goal was to investigate changes in physical, chemical, and biological water properties over the course of each full day of the six-day trip, applying theoretical concepts from the classroom to real-life samples taken straight from one of the world's greatest natural laboratories.

They would routinely measure water column optics and observe microorganisms, adding fine-scale resolution to data collected by the ongoing Plumes and Blooms project, which is limited to monthly snapshots of the Channel.

# Answers in the Ash

## Grad students steered research on the R/V Sally Ride during the Thomas Fire

Story by Mallarie Stevens | Photos courtesy of Project Across the Ocean Investigating Dual Dynamics

We do science, but it's not the stereotypical scientist in a lab room mixing beakers of colorful liquids together.

**James G. Allen, Ph.D. '19**, Geography  
Interdepartmental Graduate Program in Marine Science  
Researcher, Earth Research Institute

But when the Thomas Fire erupted in the hills behind Ventura and Santa Barbara less than two weeks before the Sally Ride's scheduled departure, the cruise quickly became anything but ordinary.

Despite being pre-occupied with concern for their homes and community, members of the uniquely graduate student-led crew thought almost immediately of the potential impact of the ash that was raining down on the ocean.

"As a human, it's scary," Allen said. "But as a scientist, it's 'How does this work? Can we learn from it?'

You had to be opportunistic in order to gather what you wanted and answer questions."

The effect of the ash on the water, and the organisms within, became a new focus of the crew's proposed research questions. "I think measuring the impact of a fire on the ocean is a really valuable activity because we haven't been able to do that in a really quantifiable way," said Bisson, who served as Co-Chief Scientist on the cruise along with Baetge. "But then once we are able to assess how it happened on our specific, very unique situation, it might color

that experience for other people to inspire more studies."

Sally Ride researchers scrambled to prepare, collecting ash from the roofs of cars, revising research plans, and contacting colleagues with expertise in the area of wildfires.

"We took on really unique roles in this cruise as graduate students, being the ones to call the shots and make the science plan and carry out the daily operations and have to make those last-minute decisions," Kramer said. "It felt really inspiring."

We took on really unique roles in this cruise as graduate students, being the ones to call the shots and make the science plan and carry out the daily operations and have to make those last-minute decisions.

**Sasha Kramer, Ph.D. Student, Marine Science**  
National Defense Science and Engineering Graduate Fellow  
Researcher, Dave Siegel Lab

The result of their efforts is an unprecedented set of data that will be packaged for NASA and made publicly available in conjunction with existing satellite imagery of one of the largest recorded wildfires in California history. "From some of the experiments we have done [we know that] microbes from phytoplankton to bacteria respond to the input of new material," said Baetge. "But now we have some new questions: are those responders always there? How long do they persist?"

Additional expeditions in the future will allow researchers like Baetge and the rest of the Sally Ride crew to delve deeper into the long-term impacts of events like the Thomas Fire. "With new questions, it's always a great thing to collect new data," said Baetge, "and to have new research opportunities to go out and collect data."

Allen, who spent much of his childhood in a television newsroom, studied meteorology, and worked in emergency management as an undergrad, aims to make science accessible to a wide range of people. "We do science, but it's not the stereotypical scientist in a

lab room mixing beakers of colorful liquids together," he said. "We're actually going out, getting our hands dirty, getting into the mud; [we're] taking these samples and bringing them back and trying to create a story from them."

Allen, Bisson, Baetge, and Kramer – all students in the Interdepartmental Graduate Program in Marine Science (IPGMS) – spearheaded interdisciplinary outreach efforts as well, with Bisson securing a \$50k grant from the National Academies Keck Futures Initiative. The grant supported three additional crew members: a videographer, an illustrator, and a singer/songwriter, making the expedition the first of its kind to foster direct, hands-on collaborations between artists and scientists.

Each of the three artists offered a different creative channel for communicating to a broader audience, allowing people to connect to the material in a way that isn't possible through scientific papers and data.

In addition to a musical album and a documentary entitled *Aquatic*

*Cathartic* (available on the group's web site), the art team created a series of postcards that were distributed to hundreds of K-12 children in the United States and France. The postcards offered students an invitation to draw, tell stories, and ask questions of the crew, which ranged from the simple ("Did you see a shark or dolphin?") to the complex and philosophical ("How was water created?").

"It was really refreshing to be able to answer these questions from kids," Allen said. "There's something to be said for the curiosity. I feel like having the curiosity pushes you to explore these boundaries of what is going to happen in the future."

This same curiosity continues to drive graduate student explorations of marine science available to our scholars right at the water's edge of our seaside campus. "I've been really lucky to be able to have that opportunity many times here at UCSB," Allen said. "I'd really like to see that happen to as many people as possible. It's really great to see all of these different grad students come together and make something great."



*The Sally Ride is an American research vessel operated by Scripps Institution of Oceanography. Graduate student researchers crewed the vessel's December 2017 voyage that recorded data from the impact of the Thomas Fire on the ocean.*



**As an undergraduate student at UC Santa Cruz, Emmanuel Kayede spent a summer at UC Santa Barbara conducting research in the UC Leadership Excellence through Advanced Degrees (UC LEADS) program.**

The UC-wide program stewarded at UC Santa Barbara prepares promising students for advanced education in science, technology, mathematics and engineering careers by fostering undergraduate research experiences, mentoring and professional development.

At the beginning of the 2018-2019 school year, Kayede returned to UCSB as a first-year graduate student and National Science Foundation Bridges to the Doctorate Fellow in the Electrical and Computer Engineering (ECE) Department. As he pursues his individual research focus, Kayede

has found that the relationships he has built with fellow graduate students have carried him through some of the most challenging aspects of his first year in graduate school.

“To actually be a graduate student, to engage with the full schedule of a graduate student, it’s a lot tougher than I imagined it to be. As an undergraduate intern, I came in the morning and did my side research, and then called it a day. But for a graduate student that’s not the end of the day. You have more to do. It is also more involved, hands-on work — you have to take control and steer your research well.”

Currently, Kayede is working on research that focuses on gallium nitride and polar gallium nitride. His mentor is Dr. Umesh Mishra, who also serves as the chief technology officer, co-founder, and board member of Transphorm, the

first company to deliver gallium nitride (GaN) transistor products for high efficiency power conversion technologies.

Kayede’s research at the Mishra Lab, like many graduate education research projects and innovations, depends heavily on collaborations with other academic departments. His group works specifically with the UCSB Materials Department. He says working with students from different departments is an exciting and necessary aspect of research.

It’s this same collaborative emphasis and mentoring that drew Kayede’s research lab partner Athith Krishna, a second-year ECE grad student, to UCSB.

When looking into graduate schools, Krishna wanted a collaborative research environment where he could engage with professors and industry professionals.

# BUILDING BRIDGES

Collegial relationships and collaborations allow STEM researchers to thrive at UCSB

Story by Verenise Valentin '19 | Illustration by Marge Perko

We cannot exist without each other.  
It's the nature of the research we do here at UCSB.

**Emmanuel Kayede**, Ph.D. Student, Electrical & Computer Engineering

"Everyone in my group is extremely helpful in trying to find something new and they are always ready to discuss any questions or doubts I have," said Krishna. "Dr. Mishra makes sure we have a say in whatever research we do, and he takes our input into consideration. He helps us think in a way that will be applicable to the industry, as well as research."

Krishna has become a mentor to students like Kayede who are new to campus and graduate student life. "I have the opportunity to help first-years in their research and courses. I love mentoring because it creates a sense of unity that allows for the entire research group to bounce back from tougher days."

As a first-generation college student, Kayede credits his faculty and graduate scholar mentors, and his colleagues for helping him on his academic journey. "There's a sense of support available for you

if you choose to reach out. Mentors and colleagues remind you why you chose to go to graduate school and also what you forget because you're too focused." Beyond his department and research group, Kayede has also worked closely with Nate Palmquist, a first-year materials graduate student he met while studying in the library.

Though Palmquist is not involved directly with Dr. Mishra's lab, he is conducting collaborative work with the ECE department through his research under his graduate advisor Dr. Shuji Nakamura, the 2014 Nobel Prize Recipient for Physics. Palmquist is focused on developing new lighting technology by working with two different wave lengths in order to transmit data through light.

He also serves as a science, technology, engineering, and mathematics (STEM) mentor for UCSB's Opening New Doors to Accelerating Success (ONDAS)

Center, a resource center funded by a Department of Education Title V Hispanic Serving Institution (HSI) grant supporting first-year experiences. "Everybody has a huge wealth of experience here at UCSB," he said. "I tell my students that you have to take advantage of the breadth of these different perspectives."

Forming bonds in and outside of their laboratories has empowered young researchers like Kayede, Krishna, and Palmquist to explore new possibilities and insights in their chosen fields.

"We cannot exist without each other," said Kayede. "We need to collaborate amongst students and professors from various departments. It's the nature of the research we do here and what makes UCSB great."

# Philanthropy In Action

## Inspiring Mentorship

**Graduate students play a crucial role at top-tier research institutions, mentoring undergraduate students as they undertake complex research projects.**

Graduate students play a crucial role at top-tier research institutions, mentoring undergraduate students as they undertake complex research projects. The University of California, Santa Barbara rewards the hard work and dedication of the most outstanding graduate student mentors by recognizing six each year with a mentorship award. Three students each year in STEM and the Bren School receive an award through the Fiona and Michael Goodchild endowment.

The Graduate Dean has chosen to confer three awards each year for students in the Humanities and Fine Arts, Social Sciences, and the Gevirtz Graduate School of Education. Recipients of the mentoring awards are recognized for distinguishing themselves through their excellence in and contributions to undergraduate research supervision and for encouraging others to become involved in research efforts.

Due to their support and encouragement, the undergraduate students they mentor have a premier research experience and may in turn be inspired to apply for graduate school. Each award recipient receives \$1,000 and recognition on the UCSB Grad Post website.

The Graduate Division is seeking to create an endowment to perpetually fund the awards for HFA, Social Science and GGSE graduate students, to ensure that they too will always receive mentorship awards, regardless of changes in the Dean's discretionary budget. An endowment of \$100,000 will provide annual awards in perpetuity for these outstanding graduate student mentors. The endowed awards will be named for the donor or someone they wish to honor. The donor may have an opportunity to meet and receive reports each year about the most recent recipients of their awards.

For additional information about the Graduate Mentoring Awards Endowment and Naming Opportunity, please contact our Graduate Division Development team.



I've always felt a great responsibility to inspire students to get more involved in research – not only so they can become educated citizens, but so they can plan their own research projects and become scholars in their own right. Winning the award makes me feel like the time and energy I've invested in inspiring undergraduates is not only something that I find meaningful, but is also explicitly encouraged and valued by the University.

**Aubrie Adams**, Ph.D. Candidate, Communication  
**2018 Dean's Mentorship Award**



**For UCSB Department of Music graduate students, productions are a means to honing their craft and expanding their insights as scholars on and off the stage.**

Faculty and students work together to create authentic roles and sets through research and discussion.

From hitting the books to the final bow on stage, production teams at UCSB work together to create a seamless storytelling experience for the audience.

Award-winning mezzo-soprano Kelly Newberry Guerra is a doctoral student in the department.

A graduate of the San Francisco Conservatory, Guerra won first place in the 2018 Performing Arts Scholarship Foundation competition, and was a featured performer at the Lucerne and Bard Music festivals.

She hopes to continue to build her experience as a vocal artist and performer and looks forward to joining academia as a professor at a major conservatory or a university with a reputable opera program.

"My colleagues here at UCSB inspire me every day," she said. "What I love about my department is not only do I work with performance majors, but I also get to work with people in the ethnomusicology and musicology programs. Their research often introduces me to subjects and music I have never heard of -- which only extends my repertoire and experience."

Doing collaborative lecture recitals are a great way to enhance research presentations, and I look forward to a few of those performances in the near future."

# The Mock Marriage

Collaboration takes center stage at the UC Santa Barbara Department of Music

Story by Briana Muñoz-Flores | Photos courtesy of the UCSB Library and David Bazemore

I appreciate the focus on research at UCSB. I believe that this will make me a balanced performer and professor in the future.

**Kelly Newberry Guerra, Ph.D. Student, Music**  
Mezzo-Soprano, Juliane von Reckenburg in *The Mock Marriage*

Off stage, Guerra says her professors and colleagues from other music programs have expanded her perspectives on her own chosen field. "The musicology program here is top tier, and I feel so lucky to be taking seminars from established academics such as Stefanie Tcharos and Derek Katz," she said. "Their passion for the subjects that they teach is infectious and I am a better informed performer thanks to them."

This past spring, Guerra sang the role of Juliane von Reckenburg in the North American premiere of Franz Lehár's operetta *The Mock*

*Marriage (Die Juxheirat)* at the Lobero Theatre in downtown Santa Barbara. UCSB Opera Theatre and the UCSB Library partnered to present the English performance of Lehár's suffrage-themed work set at the turn of the last century in Rhode Island. In the months leading to the performance, UCSB Librarians Kyra Folk-Farber and David Seubert curated the exhibition "Viennese Operetta and the World of Franz Lehár" on display in the Library's Mountain Gallery through Summer 2019.

The exhibition included pictures of original sheet music, information

about the operetta's production, historical details about the women's suffrage movement at the beginning of the 20th century, and various scholarly write-ups about opera.

The operetta's story touches on themes about universal suffrage and women's rights – a timely production for the #MeToo generation. The central character is Selma, the recently-widowed daughter of an American billionaire who vows to never marry again and establishes a feminist organization called "Get away from all men" with her friends Edith, Phoebe, and

Euphrasia. Her father attempts to arrange a marriage between Selma and his business associate Harold von Reckenburg, which Selma promptly refuses. The plot delves into cross-dressing capers instigated by Harold's sister Juliane, with an unexpected gender-bending twist and a happy ending.

This particular production answered requirements on a bequest to the UCSB Library of over 175,000 scores of operas, operettas, and other musical-theater works from dedicated opera patrons Mike and Nan Miller.

"This is most assuredly the world's best collection of materials related to operettas," said UCSB Deputy Librarian Alan Grosenheider. One of the guidelines for the Millers' gift was that they wanted the UCSB community to bring the scores and libretti to life. The production from the UCSB performance community made up of graduate students, their renowned faculty mentors, and undergraduate performers more than answered the donor stipulations.

Grosenheider says the unique partnerships between the campus departments, the Library, and the local community on *The Mock Marriage* was an enriching experience for everyone involved in the exhibit and production. "Collaboration for me means that the partners -- however many there are -- are able to do something, create something, discover something, that no individual component of that group would have been able to do alone," he said.

He notes that one result of this successful collaboration was an increase in requests from other departments to curate and build

learning experiences from the UCSB Library.

The graduate students who helped make *The Mock Marriage* a success on stage credit the collaborative nature of their discipline and the incredible dedication of their faculty mentors. This operetta cast was mentored by some of the biggest names in American opera.

Baritone Tyler Reece, who recently graduated with a doctorate in musical arts from UC Santa Barbara, played the role of Harold in the operetta.

During his undergraduate years at Luther College, he performed the roles of Guglielmo in Mozart's *Così fan tutte* and John Styx in Offenbach's comic operetta *Orpheus in The Underworld*. He worked under the tutelage of Di Fiore at the University of North Texas before he chose to pursue his doctorate at UCSB.

"When Dr. Di Fiore announced her retirement and relocation to Santa Barbara, I knew that I had to follow her to California," he said. "She has been such a blessing. She taught me how to sing, mentored me in my own teaching, and continues to provide valuable insights into the career. I enjoy being a part of such a tight-knit community of singers at this school, which has not been my experience at other universities. In many ways, my colleagues in the graduate voice program have been the second greatest group of mentors."

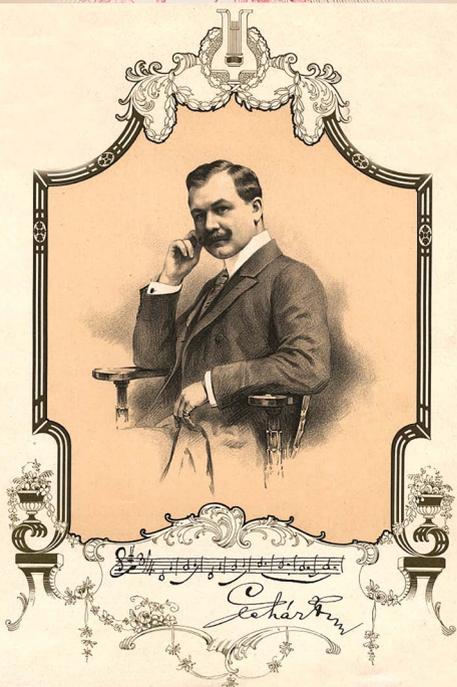
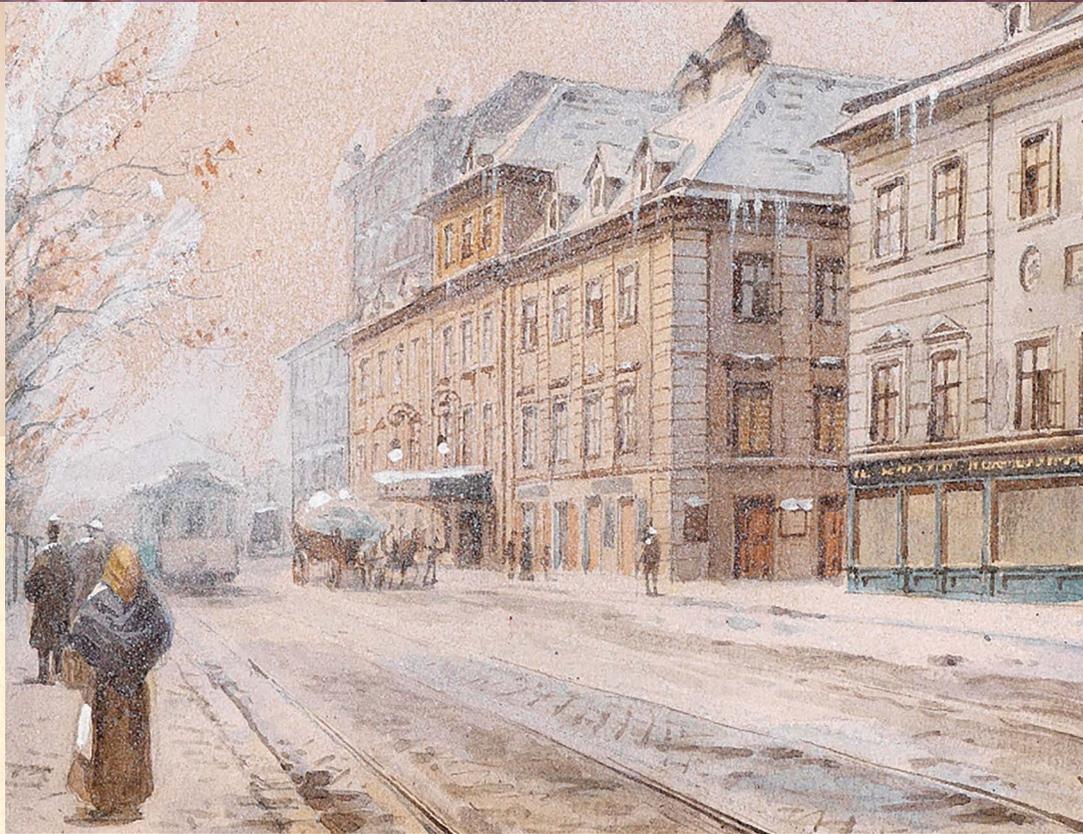
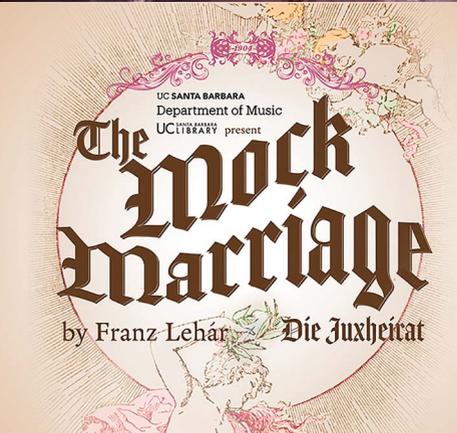
Reece's previous operatic performances include the role of Count Almaviva in *Le nozze di Figaro*, Pasatieri in the one-act comedy *Signor Deluso*, Malvolio

in the West Coast premiere of Joel Feigin's setting of Shakespeare's *Twelfth Night*, and the leading role of Papageno in Mozart's *Die Zauberflöte* at the Amalfi Coast Music Festival in Italy. He has won numerous awards through the National Association for Teachers of Singing, and won the Gwendolyn Roberts Young Artist of the Year. He also is a mentor for the Graduate Division's Graduate Scholars Program and serves as a teaching assistant in the department.

Guerra's music department mentor is the legendary soprano and recording artist Dr. Isabel Bayrakdarian, who worked with a team of faculty members who provided direction and training for the performers of *The Mock Marriage*. "Dr. Bayrakdarian has helped me polish my technique and performance skills, all while being a warm and caring presence," she said.

Researching the operetta's historical and social significance for her performance role on stage is in tune with her research goals.

"My goals as a graduate student at UCSB are to create classical musical programs that focus on current issues and contemporary composers in an accessible and enjoyable manner," she said. "My master's program at the Bard College Conservatory was an excellent, performance-based program, so I appreciate the focus on research at UCSB. I believe that this will make me a balanced performer and professor in the future."



Austro-Hungarian composer Franz Lehár (1870-1948) was best known for writing operettas, such as *The Merry Widow* (*Die Lustige Witwe*) and *The Mock Marriage* (*Die Juxheitat*). The UCSB Department of Music, the Library, and Opera Theatre collaborated to produce the North American premiere of Lehár's operetta *The Mock Marriage* (*Die Juxheira*) in Fall 2018.



**At 3 p.m. on a weekday afternoon, UCSB graduate student Rachel Winter leads a group of elementary school children through a set of jumping jacks and stretches.**

No, it's not time for recess or PE, but it is the end of a long school day and the kids are restless after hours of sitting at their desks.

The short bout of exercise helps the young would-be artists settle in for one more lesson with Winter and fellow grad student instructors. "They are so loud and energetic! But we have adapted together," Winter said, of the somewhat unconventional approach. "Then we try to teach them themes in art history. They get to doodle while they listen. They learn and actually really digest the material, a lot more than you realize."

Winter is among a group of graduate students bringing their art, art history, theater, and drama expertise to local elementary school students through the Interdisciplinary Humanities Center's (IHC) Artists in Schools Program.

Lead by IHC Director and UCSB Professor Susan Derwin, the program is a collaborative partnership, helping to put arts education back in K-12 schools while diversifying and strengthening UCSB's graduate training through teaching.

"We knew that our graduate students would become better teachers wherever they taught if they had the opportunity to work with different populations, such as younger children," Derwin said. "This is a learning experience for graduate students. They learn how to also understand the kind of educational,

intellectual, emotional, mental, scholarly, and scholastic environment in which they meet their students."

Doctoral candidate Alesha Claveria was initially drawn to graduate studies in UCSB's theater studies program for the opportunities it presented to connect with a diverse range of people, to freely explore a variety of academic avenues, and to conduct interdisciplinary research.

Through the IHC, she has been able to connect not only with faculty mentors and fellow grad students, but also with the kids she now teaches in the Artists in Schools program.

"It's really an amazing experience for me," she said, "because I get to look at how what I'm learning is connecting to students at this 2nd

# Artists in Schools

## The Interdisciplinary Humanities Center brings the arts to local elementary schools

Story by Mallarie Stevens | Illustration by Marge Perko

We knew that our graduate students would become better teachers wherever they taught if they had the opportunity to work with different populations, such as younger children.

**Dr. Susan Derwin**

Director, Interdisciplinary Humanities Center

to 6th grade age level. How do we communicate what we are doing and the importance of what we are doing in a tangible way to benefit these young scholars?"

Claveria's dissertation research focuses on contemporary native North American theater while Winter studies contemporary art of the Middle East. Both trace their passion for the arts to their high school experiences and hope to inspire even earlier creative explorations in their students.

"I want them to be curious and I want them to travel and go see things," Winter said. Her students range from kindergarten to fifth grade while her class is taught according to a "Think Global, Think Local" theme. "I also want them to know what art history is and [to] understand how art acts as this really important historical record

of the way that different people thought at different times."

For Claveria, theater provides a lens for new ways of seeing, communicating, and building an inclusive community. "I want the kids who participate in the IHC program to feel confidence," she said, "in their own ability to create and feel artistic. [The program] expands on that first encounter with the arts and gives students the opportunity to feel like, 'The arts are for me. I've been here before and this is a world I can be confident stepping into.'"

In addition to the lessons that grad students bring to local K-6 classrooms, elementary students in the program have the opportunity to visit the UCSB campus twice, first to tour the Department of Art, meet artists on campus, and actively take part in an art or

drama class. On their second visit, students introduce a parent or guardian to what they've learned, excitedly stepping into the role of teacher themselves. "For these young community members, we are literally giving them a sense of what the path is to this university or another," Derwin said. "They feel themselves in this space."

Building on the success of the last few years, Artists in Schools will launch its fourth year of programming in 2019-20.

"I think it's a great way to show how the humanities – language, arts, writing, theater – are tools that make community life, social life, possible," Derwin said. "Self-empowerment, self-representation. The humanities are the way we live in the world. They make our worlds possible."

# Philanthropy In Action

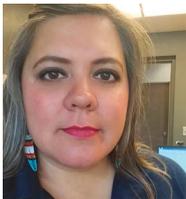
## Fellowship Support

The UC Santa Barbara Graduate Division and recipients of the Satomi Family Fellowship are grateful to the Satomi family for support of UCSB staff members who are working toward advanced degrees.



**Chryss Yost**, who received a Ph.D. Education in 2018, was the 2013-15 Santa Barbara Poet Laureate. She is the co-editor of Gunpowder Press and the founder of Shoreline Voices Project. Chryss is with the office of International Students and Scholars, where she works with Cultural Programs and Marketing.

“I am forever grateful for the gift and inspired by the vote of confidence to bring my work back to benefit the students I serve at UCSB.”



**Keri Bradford** is working on a Ph.D. in Education at UC Santa Barbara. Keri works in Student Affairs Information Systems as the Communication Coordinator. She is also the UCSB American Indian Student Services Coordinator.

“I most want them to know that I am working hard to stretch the benefits of their gift by focusing on my studies (Native American education) and giving back to my community.”



**Dennis Adderton** is pursuing a Ph.D. in Media Arts and Technology. Dennis has 20 years of experience in the design of scientific instruments and is currently employed as Technical Director for the Allosphere Research Facility, in the California NanoSystems Institute at UCSB.

“I would like to express great thanks to the Satomi Family in supporting my pursuit of graduate studies and supporting the University of California. Your generosity is greatly appreciated.”



We're a UCSB family through and through. Both Dorothy and I graduated from UCSB and now work on campus. My sister graduated from UCSB, and Dorothy's sister was here at UCSB for grad school.

We knew we wanted to find a way to support UCSB staff, and we thought this would be one good way to help ease some of the financial burden of graduate school. Managing a career and going to grad school at the same time can be stressful enough, so we hoped that these fellowships would allow recipients to feel a little relief from the financial pressures.

**Andy Satomi**

Director, UCSB Space Planning and Management for Academic Affairs  
Director, UCSB Academic Affairs Information Technology

**Dorothy Satomi**

Assistant Dean  
Mathematical, Life and Physical Sciences, College of Letters & Science

*Photo Liz Fourie Photography*



**Two years ago, Ty Vernon took over the leadership role from Robert and Lynn Koegel, the founding directors of the Koegel Autism Center at UC Santa Barbara.**

The Koegels had decided to move to Stanford to continue their research and clinical work on Pivotal Response Treatment (PRT), a play-based, child-led behavioral treatment for individuals diagnosed with autism spectrum disorder (ASD) that they had developed for over two decades during their UCSB tenure.

Vernon, who earned his Ph.D. in Counseling, Clinical and School Psychology (CCSP) from UCSB in 2010, had worked with the Koegels as a graduate student before serving for six years as director of the center's autism assessment clinic.

"I obviously had very big shoes to fill when I became the center's director in 2017," he said. "The applied intervention model at the center really spoke to me when I was a graduate student at UCSB. I was motivated by the idea that I could conduct a research study at the Autism Center that had an immediate practical benefit

to families and society, versus a project that might live and die in a research lab."

Vernon's goals as director of the next generation of autism researchers and clinicians at the Center are driven by community needs for strength-based interventions across the lifespan of an individual on the spectrum.

"For every age group -- toddlers, school-age children, adolescents, and adults -- there are different challenges," he said. "We want to create programs and strategies that empower families. We also want to make sure that what works in a

# The Next Generation

## The Koegel Autism Center and the new wave of researchers at UCSB

Story by Marge Perko | Photos courtesy of the Koegel Autism Research Center

We want to create programs and strategies that empower families. We also want to make sure that what works in a research setting gets disseminated into the community.

**Dr. Ty Vernon**, Autism Center Director

Ph.D. '10, Counseling, Clinical, and School Psychology

2018 UCSB Faculty Career Development Award

research setting gets disseminated into the community, so that everybody -- across town, across the state, and across the country-- can benefit from these same strategies."

Graduate students play a big role in implementing Vernon's community-focused vision.

Over a dozen graduate students and the Center's clinical director Dr. Anna Krasno (also a CCSP doctoral program alumna) work on various research programs, conduct intake and assessment services, lead community workshops, and serve nearly a hundred individuals and their families.

They also provide critical mentorship and training for 30 undergraduate researchers.

"We ask a lot of our students," said Vernon. "They end up with the training and experience to go and obtain top autism research positions across the country. Many of the highly-regarded interventions coming out of our Center started with a brilliant idea by one of our graduate students and ended up making a big impact in the field."

First-year graduate students are rotated through the various research programs and clinical

services at the Center. By their second or third-year, students step into program coordinator roles, and are able to lead a whole research initiative.

Daina Tagavi, a CCSP doctoral student, was focused on working on early interventions for infants who exhibit developmental delays when she began working as a clinical psychology researcher at the center. Her first client? An adult with autism.

"I was quickly trained up," she said. "We work to provide intervention services to help adults with autism transition into college and to

prepare for the workforce. It has been so incredibly rewarding." Tagavi's other role on campus as a Graduate Student Resource Center Professional Development Peer also tackles job search skills, interviewing, and best practices for work interactions. "These are all social interactions and skills essential for all adults," she said.

Tagavi also collaborates with fellow doctoral student Anthony Osuna on the groundbreaking Socialization, Education, and Learning for the Internet (SELI) Project, an online social communication program for adults with ASD. Osuna and Tagavi work together on weekly one-on-one sessions with project participants to teach them how to interact online.

Osuna found few antecedents within the field of ASD research into the impact of social media socialization on individuals with this diagnosis. "Nothing was really out there in terms of documentation," he said. "It made me realize that we have the opportunity to pioneer a new area of research. We need to acknowledge that a lot of socialization now happens on the internet. We need to understand the impact social media has on people's experiences, on their mental health, and what are the advantages for individuals to maximize the internet's utility as an avenue for social interaction."

This past spring, Tagavi and Osuna presented guidelines from their SELFI Project research to local families in downtown Santa Barbara. Their talk "Raising a Child in the Age of the Internet," part of a monthly Autism Seminar & Discussion (ASD) series launched by the UCSB Koegel Autism Center and Santa Barbara Public Library,

connects with Vernon's long-term strategy to focus on community outreach.

"I think we need to move away from the idea that we are the autism experts," said Vernon, "If we don't connect with the local families, we are missing the opportunity to collaborate with the true experts out there -- the parents whose lives are heavily influenced by the experiences they've had raising a child on the spectrum."

In Santa Barbara County, pediatricians and other medical professionals typically refer individuals to the Autism Center and the Tri-Counties Regional Center for assessments and services. Beyond referrals, social media has become a crucial tool to communicate to prospective client families about the supports and services available at the Center. The staff maintain a page on Facebook where they post announcements and informational flyers about projects and assessments open to community participants of all ages. "The Autism Center is often the hub for local families to reach out for help," said Osuna. "Our community outreach aims to communicate to the underserved population that doesn't get a lot of services or involvement in research".

Vernon's team also works hard to make sure families of all backgrounds have access to help. "Many of our programs are grant-funded or graduate research projects, so we are able to fund a lot of these sessions for clients so they don't have to pay for them," said Tagavi. "We also are engaged in a lot of community outreach and partnerships, so if we don't provide a certain service, we help

families locate where they can go to support their children's needs."

The Center's client coordinators work with the families to identify a study or service appropriate to the individual's age, need, and/or specific areas of strength and vulnerability. A comprehensive assessment clinic provides one to two day evaluations for children and adults to determine if the symptoms and difficulties that they are experiencing are related to an autism diagnosis, and provides referrals. The staff also conduct multi-day parent training intervention programs to equip families with the tools and home strategies to help their children reach their potential.

Tagavi appreciates the individualistic approach at the Center. "There is a phrase that gets thrown around a lot: 'If you've met one person with autism, you've met one person with autism,'" she said. "Each family and each individual have such different needs. It's hard to develop these kinds of interventions that are going to be so prevalent in someone's life without hearing how it's going to impact them, and what they think about it. We incorporate that feedback into everything we do."

Jessica Hai, a doctoral student with an emphasis in special education, disabilities, and developmental risk studies at the Gevirtz Graduate School of Education, works as one of the center's special education graduate researchers.

"One of my favorite programs is our parent education program," she said. "We bring in parents who have a child with an autism diagnosis, and we provide them support to help manage stress

and to promote self-care. I look forward to hearing their stories and watching parents connect about things that other families who don't have a kid on the spectrum would ever understand."

Woven through the services and research programs is a strong commitment to providing free community education about autism interventions with partnership events like the UCSB Human Resources-sponsored campus workshop "Autism Spectrum Disorders in Adulthood" presented by Anna Krasno to staff during the 2019 spring quarter, and the newly-launched Autism Safari Nights

events series open to local families at the Santa Barbara Zoo.

"One in every fifty-eight individuals will be diagnosed on the autism spectrum," said Vernon. "I think as public awareness and diagnostic precision increases, we're better able to recognize when an early challenge might be indicative of an autism diagnosis. By connecting with us, we are able to work with our clients to develop a program that fits their needs and utilizes their individual strengths. We want individuals and their families to know that they don't have to go through this journey alone."



*The Koegel Autism Center is internationally recognized for its innovative autism research and clinical training. The Center led by Dr. Ty Vernon was originally founded by Robert and Lynn Koegel, co-developers of the Pivot Response Treatment autism intervention model. The Center's primary research goal is to develop and test interventions designed to improve the lives of individuals, parents, and families affected by Autism Spectrum Disorder (ASD).*



**Graduate students and faculty mentors at UC Santa Barbara are working to inspire children to develop environmental awareness and literacy right here on campus through the Literacies in Environmental Awareness and Farming for Youth (LEAFY) research project sponsored by UC LINKS, a network of university and community partners, working together to develop innovative after-school programs.**

Since 2017, educators from the UCSB Gevirtz School of Graduate Education and participants of the Goleta Boys & Girls Club worked together on LEAFY to create natural and digital spaces on campus for children to discover their roles as environmental advocates and

leaders in their home communities. An average of 15 to 18 children from underserved communities have joined the program every quarter, with 10 to 12 UCSB undergraduate students providing support. Program Co-Coordinators Sos Nazaryan and John Cano Barrios, both graduate students, are work under the supervision of faculty LEAFY principal investigators Diana Arya, Director of the McEnroe Reading and Language Arts Clinic, and Mary Brenner, Professor at the Gevirtz Graduate School of Education.

"I think we call ourselves an environmental education program but if you come to LEAFY you will see that it is much more than that — it's really a community," said Nazaryan. "One of the reasons LEAFY has grown into such a vibrant community program is because everyone knows that

their opinion has value — and it's respected and encouraged."

Both graduate student coordinators bring their extensive experience in educational technology and after school programs to help steer the experiences for LEAFY program participants. Cano Barrios and Nazaryan recently earned their master's degrees in Education from UCSB in 2019, and are continuing their research on campus as doctoral students in the same program. Cano Barrios's research focuses on how technology can promote engagement and motivation for learning, as well as on designing curriculum to foster digital literacy in students. Nazaryan, who also serves as a teaching assistant in the Department of Education, is working on research and practice to help create learning environments that keep students engaged.

# LEAFY LEARNING

Enriching children's environmental education right here on the UC Santa Barbara campus

Story and Illustration by Veronica Torres

We are creating leaders who create with each other.

**Dr. Diana Arya**

Director of the McEnroe Reading and Language Arts Clinic

Through this program, children collaborate on writing and expressive projects about the natural plant life on campus. They are brought on tours to view campus plant life and work with both digital and hands-on experiences to gain writing and reading skills to empower their own self-expression. The program also collaborates with campus partners like Dr. Rick Benjamin, poet and College of Creative Studies Professor, to teach the LEAFY students about self-expression. "We are creating leaders who create with each other," said Arya.

Tasks like caring for their own plants and tracking the growth rates through diaries and QR codes combine science methodology, writing strategies, and insights about the effect of environmental factors on their projects. Yara Venegas, the mother of one of the children participating in the program, noted

how her son has been able to show his family how to care for plants at home. "The program has taught him how to plant seeds, measure the amount of water needed, and take care of the plants," she said. "He now takes care of the plants wherever he goes, and shows interest in the development of a flower or tree that he likes. I feel that the program helped him a lot to be very responsible and careful. The biggest benefit being, he is responsible and careful with nature."

One of the biggest impacts noted from the program is that participants feel empowered to speak up about their own project ideas. "We are all learning from each other," said Cano Barrios of his experience with the project. "That is the main philosophy of LEAFY. This also means that coordinators, undergrads, and kids will collaborate at the same level. We learn a lot from the kids and the

kids know that they have a lot to give to us."

The students can also suggest what activities they would like to continue doing or what they hope to gain from LEAFY in the future. "When you feel valued, for who you are right now, and what you are doing and what you have to offer, it makes you want to do more," said Dr. Diana Arya. "Through this project, they should be able to discover the power they hold as individuals and continue to recognize their role in the community."

The program's many stakeholders hope that the student-led principles and experiences provided by the program will inspire the children will view UCSB as part of the community long after their time with LEAFY. "I want them to understand that they belong at the university," said Nazaryan.

# Philanthropy In Action

## Accelerating Research

**Every graduate student reaches a point when they must intensely focus on the research that is the foundation for their dissertation or thesis. When they do not have the funds to pay for travel and/or supplies, it can derail their path to graduation.**

The Research Accelerator Award amplifies the impact of donor's gift to support one student and their research project. The donor's gift of \$5,000 is augmented by an additional \$3,000 from the Graduate Division, providing a research stipend of \$8,000 for the student. Eligible students utilize the funding for research expenses such as travel, housing at their research site, and specialized equipment.

Theater & Dance doctoral student and Latinx performance scholar/artist Jessica Valadez Vasquez received the 2018 Research Accelerator Award. The research accelerator award provided her the opportunity to travel to Washington D.C. and attend the Latino Studies Association's Third Biennial Conference. There, she presented the preliminary findings for her current project titled "Katherine Dunham: Choreographing Afro-Mestiz@je and Performing AfroLatinid@d (1932-1955)."



**"We are intent on supporting students focused on Latina/o and LatinX arts and culture, so that this rising demographic can finally see themselves reflected in art, whatever their chosen medium."**

**Alexandra Seros (MA '72) and Walter Ulloa,**  
Research Accelerator Award Supporters



Not only did I have the opportunity to travel and present at the conference, but I also visited one of the largest Katherine Dunham archives housed at the Library of Congress. This award allowed me to follow the trail for video footage of a dance piece created by Dunham and based on fieldwork she conducted in 1947 in Veracruz, Mexico. The dance is titled “Veracruzana” and its basis on Mexican folkloric movement and music renders it critical to my research and goal of highlighting the intersections between blackness and brownness evidenced by this figure’s vast bodily archive.

**Jessica Valadez Vasquez**, Ph.D. Student, Theater & Dance  
**2018 Research Accelerator Award**



**Stories of murder, sex, witchcraft, and feminism may not be exactly what students of early modern literature expect to explore in their studies.**

But no topic is off-limits in the broadside ballads that graduate students are working to transcribe and catalogue as part of UCSB's English Broadside Ballads Archive (EBBA), a cooperative project first imagined by UCSB Professor of English Dr. Patricia Fumerton.

"This is the literature of the masses," Fumerton said. "That is what makes it exciting. The

undergraduates and the graduates are so surprised with what ballads talk about -- they talk about anything and everything."

When Fumerton first decided in 2003 that she wanted to teach a graduate course on street literature, she quickly discovered that the broadside ballads she sought were usually kept locked away in library and university collections, accessible to only a few select individuals. Though among the most popular forms of media at the time of their production in the 16th and 17th centuries, the inexpensive sheets of paper were commonplace

and easily disposed of, turning those that survived to the present day into highly guarded cultural artifacts.

"Broadside ballads are useful because they are showing another side of articulation," graduate student Anita Raychawdhuri, a manager at EBBA, said. "They are a mass culture and they're something that people from all stretches of life would have been collaborating with; I like that they are not just expressing courtly life or something like that."

Fumerton had no idea that her initial quest to bring ballads into

# Archives for the Ages

## Honing research, leadership, and mentorship skills at the English Broadside Ballads Archive

Story by Mallarie Stevens | Photos courtesy of English Broadside Ballads Archive (EBBA)

I like getting to participate in something that, in my opinion, democratizes the field of academia.

**Anita Raychawdhuri**, Ph.D. Candidate, English Literature  
Manager, English Broadside Ballads Archive

her classroom and research would lay the groundwork for one of the longest-running and best-funded projects of its kind. EBBA now boasts a record seven grants from the National Endowment for the Humanities (NEH) and continues to thrive as a hub for collaborative studies on campus.

"I think academia can be really alienating for some people," Raychawdhuri said. "So I like that EBBA is putting these documents online. I like getting to participate in something that, in my opinion, democratizes the field of academia." Over its fifteen-year history, EBBA has developed

into a widely used academic resource, employed nearly 400 graduate students, and expanded to offer unique opportunities for further collaboration with singers, dancers, and researchers from other fields.

"The project has been beneficial to me in ways I won't ever be able to fully articulate," graduate student and current EBBA Assistant Director Kristen McCants said. "The graduate students work really well together so instead of being in a position where we have to compete for resources, we really have the opportunity to collaborate with each other."

The program utilizes an apprenticeship structure, allowing the graduate student employees to develop administrative, leadership, and mentorship skills under Fumerton's guidance. Students work in teams to transcribe the ballads' written content from its original difficult-to-read black letter (Gothic font), digitally combine the original visuals with the newly transcribed text, research the songs meant to accompany the words, and catalogue the ballads in digital and woodcut formats.

For McCants, moving from graduate student researcher to manager to

I have the opportunity to treat people as employees, as people that I get to foster towards their own journey.

**Kristen McCants**, Ph.D. Candidate, English  
Assistant Director, English Broadside Ballads Archive  
Graduate Fellow, Early Modern Center

Assistant Director has afforded her a rare opportunity to work with students one-on-one, outside of the classroom, and to gain invaluable workplace experience as a supervisor.

"I have the opportunity to treat people as employees, as people that I get to foster towards their own journey," she said. "That's an interesting experience that not a lot of PhD students get."

Undergraduate mentees working as research assistants at EBBA benefit from a supportive environment where graduate students openly share their expertise while also leaving space for students to explore their own ideas. "The graduate students are wonderful," said undergraduate research assistant Lauren Jensen.

"They are very helpful and knowledgeable about their topic and they are so attentive and engaging." Undergraduate researchers conclude their projects with a poster made to imitate the look of a

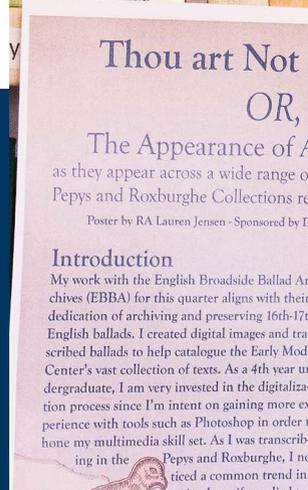
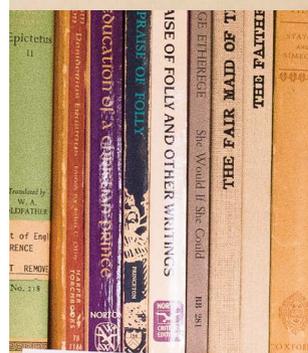
broadside ballad and present their work as part of the Faculty Research Assistance Program (FRAP).

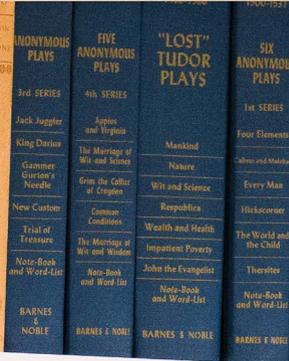
Most of EBBA's work takes place in the Early Modern Center, where all participants can actively converse and share information with one another, the wide scope of the project has also stretched to the soundproof basement of the Music Department, where musical performers can rehearse. Singers and dancers participating in EBBA bring life to the ballads, through musical tunes and jigs, helping to re-imagine and ultimately recreate a moment from 400 years ago.

With thousands of ballads now archived, EBBA is paving the way for future research. Academics from all over the world are grateful for the opportunity to access, learn from, and teach the very pieces that Fumerton first struggled to locate. "The grad students are very proud of what they do," Fumerton said. "Because I give them so much responsibility, it's theirs as much as it's mine."

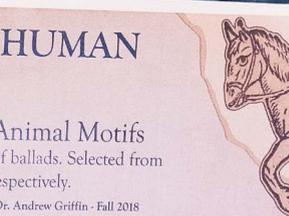
This is the literature of the masses.

**Dr. Patricia Fumerton**  
Founding Director, English Broadside Ballads Archive  
UCSB Professor, Author, and Editor





# Murdering Wives and Dearest Husbands: OR, Gender Divisions and Morality in 17th Century Broadside Ballads



EBBA graduate student researchers work under the supervision of founding director Dr. Patricia Fumerton to transcribe and catalogue 16th and 17th century broadside ballads. The graduate students in turn mentor their undergraduate research assistants, who present projects on the ballads under the Faculty Research Assistance Program (FRAP).



**At the UCSB Department of Communication, research projects mentored by faculty advisors like Dr. Howard Giles and Dr. Jennifer Kam depend not only on the emphasis on scholarly collaboration between students and faculty, but also on their own close personal connection with their focus communities.**

"The climate at UCSB is intellectually exciting," said Giles. "Here mentorship is prized, and graduate students mostly leave us with an extensive portfolio of diverse publications and experiences. We gain insights and new vistas are opened to us by our graduate students — it's a two-way street."

Known for developing communication accommodation theory, he currently serves as research advisor to doctoral

students Rachyl Pines and Stephenson Brooks Whitestone, and works as a volunteer police sergeant at the Santa Barbara Police Department. "We want to guide people (and especially those in marginalized groups, such as transsexuals) in ways that allow them to avoid aging unsuccessfully, but rather successfully," said Giles.

Following Giles' course in Aging and Communication, Whitestone began to focus on trans aging, helping individuals tell their stories to the community, and promoting physical well-being. "I'm hoping to help trans people better prepare for their later years," said Whitestone. "I hope to help facilities and institutions focused on aging or hospice care to become better informed about the trans people who will soon become their patients and clients."

Whitestone's research strives to see the insecurity of the transgender identity, and hopes

to continue to tell stories of trans people overcoming difficulties they face in their everyday lives. Beyond campus, they serve as the coordinator of Lisa's Place, a local transgender community center, and was a semi-finalist at the 2018 UCSB Grad Slam with their talk titled "Authenticity in Eternity: Transgender Identity After Death."

Their colleague Rachyl Pines is working on research to improve communication between healthcare providers and patients. She works with a team of several researchers in Australia affiliated with Griffith University and the University of Queensland using an intergroup theoretical framework to assess and improve communication quality between groups in hospitals.

"I noticed staff often communicate with very aggressive and sometimes violent patients. It seemed like such a vital skill for all health staff to have," she said. "I saw an opportunity for developing

# COMMUNICATION IN ACTION

## Research that cultivates intergroup connections

Story and Illustration by Veronica Torres

I wanted to do something with my research that actually benefited a community,

**Dr. Jennifer Kam**

Communication Professor and Graduate Advisor

healthcare staff training, based on communication theory, to improve communication between aggressive patients and healthcare staff." Pines hopes to develop a training that will assist staff members to communicate effectively to aggressive patients.

Kam's research group meanwhile examines factors that protect immigrant youth against adverse mental health outcomes, poor academic performance, and alcohol and other substance use, particularly when faced with stressors.

Beyond her work at UCSB, Kam serves as Vice Chair of the National Communication Association where she received the 2016 Early Career Award from the Interpersonal Division.

Her doctoral students Roselia Mendez Murrillo and Monica Cornejo conduct research focused on providing immigrant groups

with better resources. "I felt drawn toward that work because I wanted to do something with my research that actually benefited a community," said Kam.

As a member of the Latinx community, Mendez Murillo draws from personal experiences as she researches language brokering to give back and assist families in their immigration experience.

This year, she was selected as a Fellow for the National Science Foundation's Alliances for Graduate Education and the Professoriate (AGEP) program.

"Ultimately, I want to contribute to literature by working with marginalized communities," she said. "I want my work to inform these communities of the many ways to improve their experience."

Cornejo, an undocumented first-generation graduate student, is similarly inspired by her personal

experiences in her research goals.. "I want to use my research to provide middle schools, high schools, and colleges with evidence-based practices for increasing higher education opportunities for undocumented students."

For her incredible work mentoring the undergraduate researchers in her department, Cornejo was nominated by Kam for this year's Graduate Division Dean's Graduate Mentoring Award.

"Winning this award means that, as an academic community, we are placing value in mentoring students, which I believe is a necessary criterion to ensuring the success of our students," said Cornejo when she received the award. "This is especially meaningful to me given that UCSB is a Research-1 university, and research is our priority."

# Philanthropy In Action

## Professional Development

### **Grad Slam is an award-winning campus-wide competition that showcases top UCSB graduate students and their research.**

Graduate students play a crucial role at top-tier research institutions, Students present their research in action-packed three minute talks to a diverse audience comprised of students, faculty and community members.

Competitors must navigate multiple rounds of competition including preliminaries, semifinals and the much anticipated Finals. The stakes are high with over \$15,000 in prize money on the line, including \$5,000 for the winner.

The 2019 annual tournament-style competition showcased the best and brightest of the campus's young researchers. Close to 80 students accepted the challenge of condensing their work into brief, accessible presentations. Nine made it all the way to the finals, with Chemical Engineering doctoral candidate George Degen walked away with the first-place prize.

"We had another fantastic year of the Grad Slam," said Dr. Carol Genetti, dean of the Graduate Division at UC Santa Barbara. "The presenters never cease to amaze me with the marvelous research that they do and their excellent communication skills." This year's slam also provided the opportunity to learn a little more about the participants and their diverse backgrounds and interests, she added.

We thank our Grad Slam sponsors for providing opportunities to connect with top graduate student talent, and ensuring high visibility of their important research efforts to the UCSB campus and greater Santa Barbara communities. Our many community partnerships not only help us reward our presenters for their great work, but also help feed the intellectual curiosity of local business employees through Mini Grad Slams and other customized content.

**The 2020 Grad Slam Finals competition will be held April 6 to April 17, with the Final Round on April 17, 2020**



The more people are aware of UCSB and the great things that go on here, the better it is for all of us here. I was really proud to represent our school at the UC Grad Slam competition. We do great research here. What Grad Slam does is that it allows you to develop a relatable explanation of your research in a short amount of time.

**George Degen, Ph.D. Candidate, Chemical Engineering**  
**2019 UCSB Grad Slam Champion**



**As UC Santa Barbara commemorates its 75th year as part of the University of California system, scholars are making UCSB's history come alive for the next generation through a visual celebration of our institution's progressive roots.**

Early in 2019, history scholar and author Dr. Sarah Case (Ph.D. '02), a UCSB Department of History Lecturer and the managing editor of *The Public Historian*, worked with Ph.D. student Nora Kassner (MA '17) to build the "The Anna S. C. Blake Manual Training School:

The Remarkable Antecedent of UC Santa Barbara" exhibition housed at the UCSB Library during the winter quarter.

UCSB's story started with the Santa Barbara Sloyd School founded by wealthy Bostonian Anna S.C. Blake in 1891.

The images of young students working on needlework, carpentry, and cooking in the exhibit illustrated the school's early years in the 1890s, and explored how educators addressed the intersection of education, the manual arts, and social mobility in

the Santa Barbara community.

"This is the time when the Seven Sisters Colleges opened, when many public universities opened to women, and when women were hired as teachers in the expanding school systems because they were less expensive and teaching was considered an appropriate job for women," said Case. "Schools founded by women were not that unusual. What is different about the Anna Blake School is that it did not evolve into a junior college or advanced high school. It eventually became a major university -- and that is very unusual."

# A Progressive Model

## Exploring UC Santa Barbara's roots at the Anna S. C. Blake Manual Training School Exhibit

Story by Marge Perko | Photos courtesy of the UCSB Library

The public history emphasis on collaboration, community involvement, communication, and accessibility, make it extremely relevant right now.

**Dr. Sarah Case**, Ph.D. '02, History

Managing Editor of *The Public Historian*

After Blake died in 1899, the school moved to the location on 814 Santa Barbara Street (occupied today by the Anacapa School). The school was renamed the Anna Blake Manual Training School in honor of its pioneering founder. In 1909, the state took over the Anna Blake School, and transformed it into the Santa Barbara State Normal School, with a curriculum that focused on both home economics and teacher education. In 1913, the Normal School moved to the Riviera Campus, where it evolved into the Santa Barbara State College eight years later. In 1944, a community group led by Thomas Storke and

Pearl Chase convinced the State Legislature, Governor Earl Warren, and the Regents of the University of California to absorb the State College into the University of California system.

As UCSB celebrates its 75th year as part of the research-oriented UC system, Case hopes the community does not forget how the institution began as a school with strong roots in female leadership and educational innovation. "It was not unusual in the late 19th century for women to become involved in higher education or education in

general," she said. "It was a time of educational opportunity for women both as educators and as students."

Kassner began research for the exhibit by searching through the extensive University Archives photographs collection stewarded by the UCSB Library—a true goldmine for any local historian. "Every single image in this collection comes from the UCSB Special Collections which is extraordinary," said Kassner. "When we began this endeavor, we knew we wanted to do something on the Blake School,

# For UCSB, it's important to see how far we've come and also to see the issues that continue to stay with us.

**Nora Kassner MA '17**  
Ph.D. Student, History

Researcher and Curator, The Anna S. C. Blake Manual Training School Exhibit

but we didn't know what was available and we didn't know what the exhibit would actually turn into. When I was hired to come on as a researcher, I started coming across all these amazing pictures and realized that they were all owned and maintained by UCSB already. To me, it really helped strengthen our story -- that this is where we come from, and that this collection itself has already been a part of UCSB's legacy for so long."

At UC Santa Barbara, the exhibit's scope and themes drew significant support and guidance from campus leaders like Duncan Mellichamp, a Founding Faculty Member of the Chemical Engineering Department and Honorary UCSB Alumnus (2009); the UCSB Library team; and Dr. John Majewski, UCSB's Michael Douglas Dean of Humanities and Fine Arts.

Kassner also noted how the project's community emphasis built on the key strengths of her own chosen program at UCSB. "Public history -- which both Sarah and I are interested in -- is much more collaborative," she said. "It emphasizes teamwork in terms of the research, and also includes people from the community, stakeholders from the community,

and is based on the idea of 'shared authority' as the key to expanding conversations not only between historians, but within the community as well."

A former community organizer, Kassner's graduate school research project focuses on LGBTQ individuals who were in the United States foster system between the 1970s and 1980s. Researching the images for the exhibit allowed her to dig deep into the history of UC Santa Barbara as a significant pipeline of social change in the local community. "I have always been fascinated in the Progressive area -- the period of the 1890s through the 1920s -- because it created the modern world that we live in," she said. "Working on the origins of UCSB was a way of exploring where our education came from, where our ideas about women's rights originate, where our ideas about immigration develop about ethnicity, and what it means to live in a neighborhood. This exhibit picks up on all of those themes."

Case feels the public history program's emphasis on communicating with communities makes it an exciting field of study for our current hyper-connected

era in human history. "The public history emphasis on collaboration, community involvement, communication, and accessibility, make it extremely relevant right now," she said. "I would argue that perhaps at this current moment, having critical skills, thinking about the past, present, and future in a broad and informed way are particularly important."

This past spring, the UCSB Library loaned the exhibit to the Santa Barbara Trust for Historic Preservation for a gallery exhibit that ran from March through May at Casa De La Guerra -- bringing the images of Anna Blake, her students, and her school's mission back home to downtown Santa Barbara where it all started.

"For UCSB, it's important to see how far we've come and also to see the issues that continue to stay with us," said Kassner. "It was really unique during that time for its emphasis on educating Latinx students, as well as white students. As we are now a Hispanic-serving institution, that's a really important way to look back and say that we are actually following the same commitment to community since the beginning."



*In 1892, Anna S. C. Blake founded the Santa Barbara Sloyd School, which was renamed the Anna Blake Manual Training School after the founder's death in 1899. The institution later became a state normal school -- and after World War II, the school absorbed into the University of California System and became UC Santa Barbara. The exhibit curated by Dr. Sarah Case and Ph.D. student Nora Kassner celebrated UCSB's early history.*



**Since 2013, the Graduate Division's Crossroads Program has enabled doctoral students and faculty members to collaborate on year-long interdisciplinary research projects taught through graduate seminars.**

The program then goes on to build foundational knowledge for undergraduate students, who are taught from curricula developed by graduate students from their interdisciplinary research.

"The program is organized so that the fellows take seminars and a pedagogy course to promote interdisciplinary thinking and teaching skills with the support of a stipend," said Shuying Yu, a

graduate student involved in the program. "We then develop an interdisciplinary research project to foster collaboration with the support of dedicated research funds."

By combining faculty's disciplinary expertise with grad students' practical drive and creativity, Crossroads groups have been able to usefully connect different disciplines' theories, methods, and knowledge-bases to explore a number of challenging real-world issues.

The 2018 Crossroads groups were the California Grizzly Study Group, which focused on possibilities involved in the reintroduction of grizzly bears to California, and the Green Chemistry group, which explored "materials, methods, and environmental impacts associated with recycling/processing strategies such as carbon capture, reverse

osmosis, and rare-earth metals separation."

Dr. Peter Alagona, an Associate Professor of History, Geography, and Environmental Studies, led the Grizzly Project. He said that the project's interdisciplinary approach had enriched everyone's understanding of complex research topics — like the possibility of reintroducing a large bear to the wilds of California.

"Here, the hypotheses come from the historical record, the methods for this study come from biology and chemistry—so in a way, it is this idea of triangulation, of trying to bring together multiple forms of evidence to create a more robust way of seeing the past, and change over time."

This year, Crossroads projects like "The Unconscious Mind" with

# UCSB Crossroads

Interdisciplinary research projects build new opportunities for UCSB doctoral students

Story and Illustration by Veronica Torres

The research focus enables me to look at these big issues from multiple scales.

**Lily Cheng**, Ph.D. Student, Spatial Neuroscience and Geography  
Chrastil Lab Graduate Student Researcher and UCSB Crossroads Fellow

the English, Neuroscience, and Computer Science Departments, and the Environmental Science & Management/Computer Science collaboration “Watch them Work: Visualizing Environmental Models” included faculty and students across different departments at UCSB.

“The research focus enables me to look at these big issues from multiple scales,” said Lily Cheng, a graduate student researcher in UCSB’s Spatial Neuroscience Lab who took part in the Unconscious Mind Project. “A big attraction to the program was being able to work with 4 professors and 3 graduate students from different departments. I can’t imagine there is another opportunity to enable me to work with so many experts in different fields so closely together. One student in our cohort is a

graduate student from the English department who studies mind and sexuality in medieval literature. I have never thought about studying mind and sexuality from a historical perspective, and it’s definitely given me a fresh look at my research.”

Grad students are able to use different perspectives and relate concepts to real-life examples and experiences.

“During winter quarter, we took a weekly graduate seminar which allows us to explore and discuss interdisciplinary readings that examine the relationship between sex hormones, spatial navigation, and aging from perspectives in psychology, neuroscience, anthropology, and geography,” said Yu. “It was really fun to bring together faculty and students from different departments to share

ideas and new perspectives on spatial navigation research.”

Fellows are required to enroll in a pedagogy course offered in the spring quarter where they are able to share material from their own disciplines to prepare for fall quarter teaching.

Each project culminates with graduate students bringing their research experiences into undergraduate classrooms—either as TAs, co-teachers, or full-fledged course creators—to enrich education on campus. “I enjoyed being able to design new assignments based on interdisciplinary research for undergraduate courses,” said Cheng. “I believe this experience will help me to think more broadly and thoroughly in my own future studies.”

# Support UC Santa Barbara's most precious asset —our graduate students!

I am thrilled to introduce myself as the Assistant Dean of Development for the Graduate Division. I owe much to this wonderful university and am thankful that I am able to give back by raising critical support for our graduate students.

Over the years I have learned the secret to what fuels a top research university like UC Santa Barbara. While our fantastic faculty, innovative programs, and supportive staff no doubt play a role, it is our nearly 3,000 graduate student spread across more than 50 graduate programs that make our university special. Graduate students are at the nexus of the research and teaching missions of UC Santa Barbara.

We have an exciting set of new initiatives that we will be rolling out in the coming year aimed at better connecting you, our supporters, with the life of the Graduate Division and our students. These include a monthly communication from Dean Genetti with updates on UCSB and the Graduate Division, the launch of new donor recognition societies, and a number of regional events intended to showcase the excellence of our students.

We are thankful for our many supporters to the Graduate Division and graduate student fellowships. Donors such as Alexandra Seros (MA '72) and Walter Ulloa are critical to the success of our students. Last year we raised nearly \$3.3 million for graduate students across the campus — but the need is much greater. Many graduate students struggle to make ends meet and must navigate a complex and confusing web of funding sources to continue their studies.

Please call or email me with suggestions or ideas on how we can better connect you with the true stars of our university, our graduate students.

I look forward to working with you.



**John Lofthus '00, MA '10**

Assistant Dean of Development

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“You have a family at UCSB for the rest of your life. We celebrate your successes. We are here when you make mistakes. We are here to help you when you ask. We ask you to join us in nurturing the next generation of Gauchos.”

**Dr. Niki Sandoval**  
Ph.D. '07, Education

Education Director,  
Santa Ynez Band of Chumash Indians  
Board Member, California State Board of Education  
2019 Commencement Keynote Speaker

“Anything is possible as long as you have the perseverance. The sky’s not the limit — the stars are. I’m living proof of that.”

**José Moreno Hernández**  
MS '86, Electrical and Computer Engineering

Former NASA Astronaut  
Board of Directors, SpaceUnited  
2015 UCSB Distinguished Alumni Award

