#### UC **SANTA BARBARA**

### **Portraits of Success**

The Impact of Graduate Education at UCSB

An Annual Publication from the UC Santa Barbara Graduate Division



THE ALUMNI ISSUE Visionaries, Changemakers, and Trailblazers

UC **SANTA BARBARA**Graduate Division

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### **Portraits of Success**

THE ALUMNI ISSUE

CHANGEMAKERS,

TRAILBLAZERS

VISIONARIES

Meet the visionaries, changemakers and trailblazers who earned their advanced degrees at UC Santa Barbara. Find out how these notable alumni discovered their potential to innovate, inspire, and lead in a dynamic environment.

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#### Our Mission



At UC Santa Barbara, we are committed to providing our graduate students with a world-class education and with the opportunities, resources and support for career attainment in academia, industry, government, non-profits, or the arts.

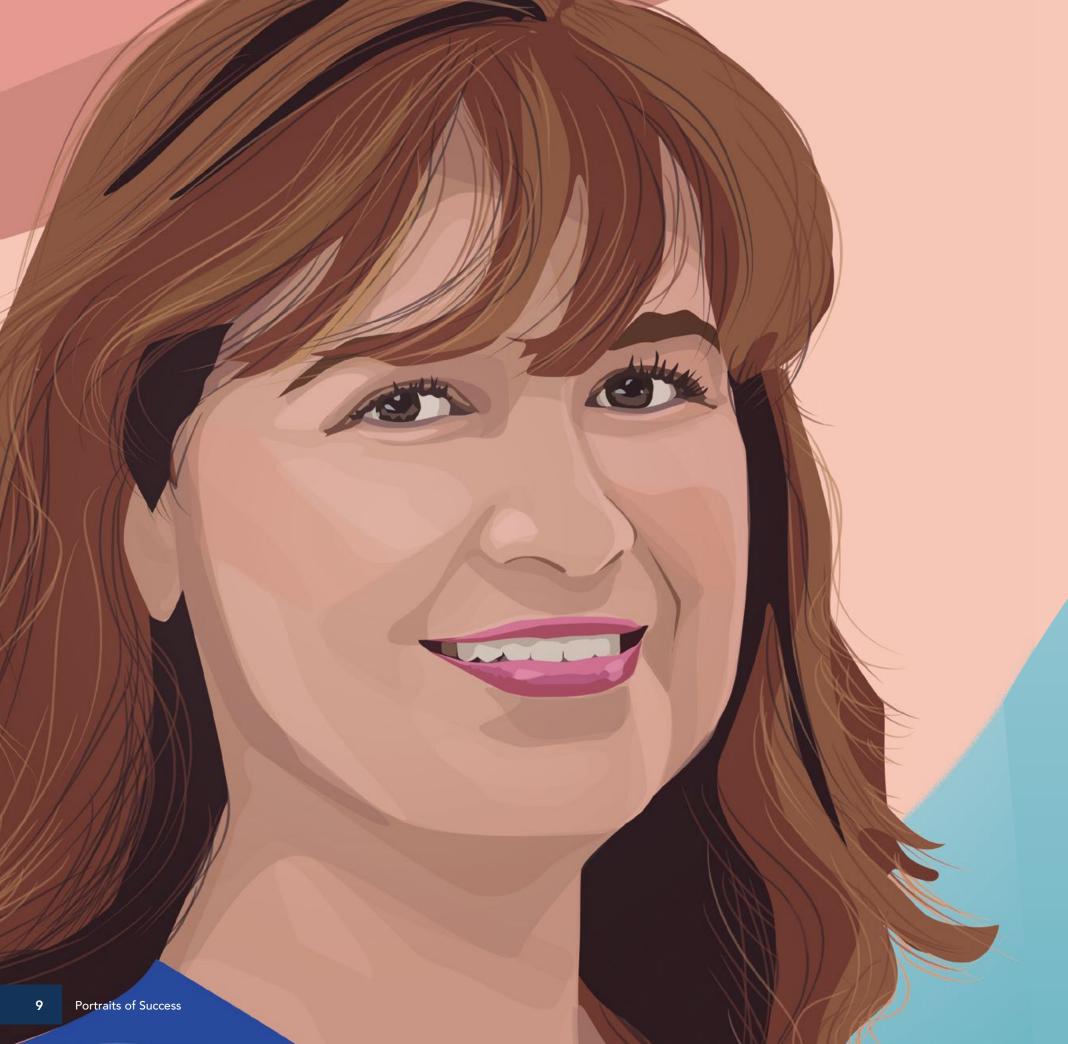
Our goal is to cultivate the individual strengths and talents of each student and welcome them as partners in our research and teaching mission. We are a highly interdisciplinary campus and provide many opportunities for discussion, collaboration, and discovery across disciplines. We recognize the critical role of diversity in these conversations; it is only by bringing together scholars of varied backgrounds, experiences and perspectives that we will realize our potential for excellence and innovation.

Portraits of Success

# THE CHANGEMAKERS

These UCSB graduate alumni made history by overcoming barriers and creating change to positively impact their communities, our state, our nation, and our world.

NICOLASA SANDOVAL
BETTY KOED
LOIS CAPPS
JEAN FULLER



# Nicolasa Sandoval

### NICOLASA SANDOVAL Ph.D. `07 // EDUCATION

Education Director,

Santa Ynez Band of Chumash Indians Education Department
Member of the California State Board of Education
Lecturer, Gervitz Graduate School of Education, UC Santa Barbara
Past Board Member, UCSB Alumni Association Board of Directors

When Nicolasa Sandoval received her Ph.D. in Education from UC Santa Barbara in 2007, she brought home an important milestone in educational attainment to her community.

#### THE CHANGEMAKERS | Nicolasa Sandoval

At the time, members of the Santa Ynez Band of Chumash Indians had earned law and medical degrees, but no one had yet achieved a doctorate in education.

Sandoval was the first Chumash to earn a Ph.D., but due to community leaders and education advocates like her, she would not be the last. More and more members of her tribe, many of whom she has mentored over the past decade, have pursued advanced degrees with great success.

"It was a wonderful sense of accomplishment, to earn a Ph.D.," she said. "But I always knew that my research area and all of my work was never just for me. It was for the good of our tribal community and for society."

Sandoval grew up with her four sisters on the Chumash reservation. Her mother worked hard to provide for her family, but always found time to encourage her daughters to read and explore the local libraries. Sandoval broke barriers early in her life, becoming the first

ever cheerleader from her tribe at Santa Ynez High, before going on to be the first in her family to attend college.

Before she pursued her Ph.D. at UCSB, Sandoval earned her master's degree in museum studies from George Washington University and her bachelor's degree in public relations from Pepperdine University. She held several positions at the Smithsonian's National Museum of the American Indian, and worked as a public relations professional for the Smithsonian's National Museum of Natural History and the J. Paul Getty Museum.

Sandoval currently serves as the Education Director of the Santa Ynez Band of Chumash Indians, and has been appointed twice by Gov. Jerry Brown to the State Board of Education.

"We help academic learning and growth from birth to career in our tribe," she said. "We understand that learning happens throughout the whole continuum of life.

What brings me the greatest joy is getting to know an individual, finding out what lights their fire and then helping support them in developing those pathways, so they can nurture that love they have, for the good of all."

Sandoval also remains an integral part of our UCSB community as a lecturer at the Gervitz Graduate School of Education, and recently completed her term as an elected member of the UCSB Alumni Association Board of Directors.

"I have had the wonderful honor of being able to support and nurture emerging scholars, educational leaders, teachers, school psychologists and guidance counselors," she said. "Being part of this wonderful family and campus community, where we are nurturing the next generation of changemakers, keeps me connected to UC Santa Barbara."





"I think diverse, multiple
perspectives are essential to our
intellectual and personal growth
as human beings. One of the
things I love about teaching on
campus is the openness that our
students have, to hear different
voices and to listen to other views.
They are open to the world. This
space enriches our own learning.
We may be surprised how we
grow as a result."

# Historian of the United States Senate Head of the United States Senate Historical Office 2016 Distinguished Alumni Award, UCSB Alumni Association Portraits of Success

# Betty Koed

Every Tuesday, Betty Koed delivers a history lesson for our nation's lawmakers.

As head of the United States Senate Historical Office, Koed is able to educate our elected officials on any topic she chooses about our nation's Senate history. "Often, I provide historical context to a current issue," she said. "It's a wonderful opportunity to share my love of history with my principal audience – U.S. senators – and allows them to gain a better understanding of this complex governing institution."

#### THE CHANGEMAKERS | Betty Koed

Koed herself occupies a special place in American history as the first female U.S. Senate Historian. "It's a `plate-spinning' kind of job, requiring me to keep many projects balanced and going at the same time," she said. "I like working with senators, who – despite the bad press – are mostly incredibly hard-working people trying to solve problems."

Her many daily responsibilities as U.S. Senate Historian range from writing and research projects, to providing historical commentary for C-SPAN to fielding questions about the Senate's 228-year history from the public, the press, Senators, and staff members. At our nation's capital, history can manifest in the most unexpected ways. In 2002, construction on the new Capitol Visitors Center unearthed a series of old leather-bound volumes that held records of Senate salary and compensation

records dating from 1790 to 1881. "Yes, that was an exciting event!" said Koed, who led her team in researching the volumes for insights into early Senate administrative history.

A young Betty Koed would have loved to dig through such a find. Growing up in a working class family in lowa then Colorado, Koed loved to write stories and essays, and was fascinated by archaeology. Inspired by a book from the public library, she would bury her mother's dishes in the backyard to "excavate" them the next day.

Before Koed finished high school, her family moved to California. She attended Santa Barbara City College for two years before transferring to UCSB in her junior year. After earning her bachelor's degree in English in 1983, Koed worked as a technical writer

and considered applying to law school. A road trip from Maine to South Carolina, with stops at Philadelphia's Independence Hall and the U.S. Capitol in Washington, D.C., opened her eyes to the richness of U.S. history.

The many strengths of the UCSB history department, home to the nation's first Public History Ph.D. program, drew Koed to return to her alma mater as a graduate scholar. "Whether I studied early national history or 20th century history, however, I knew my focus would be politics and public policy," she said. She funded her dissertation research and living expenses by working as a teaching assistant and research assistant, and applying for awards. "I was lucky enough to come into the History Department with an amazing cohort of grad students, and the 'Americanists' of that time period quickly formed strong

bonds," she said, citing teachers and mentors like Bob Kelley, Otis Graham, Randy Bergstrom, Mary Furner, and Pat Cohen.
"When I was a history graduate student, I truly felt like I was part of a large, supportive family—an intellectually challenging but comforting environment."

Koed cultivates that same type of family environment for her staff at the Senate Historical Office. "The camaraderie among the professors and graduate students at the History Department set me up for a lifetime of friendships and professional relationships," she said. "I love my job and the life I have in Washington, D.C., so I guess that experience and training served me well! Thank you, UCSB!"





I love helping people. Whether it be a Senate leader preparing for an important hearing or a fourth grade student preparing a History Day project, helping them gives me great satisfaction. 'You've made my day,' is a phrase we hear often in the Historical Office. That never gets old.

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# Lois Capps

### LOIS CAPPS MA`90 // EDUCATION

U.S. Representative from California's 24th Congressional District, 1998-2017

2017 Distinguished Alumni Award and Lifetime Achievement Award, UCSB Alumni Association

Last year, Congresswoman Lois Capps packed up her office at the Capitol and bid farewell to her fellow lawmakers in an emotional final address at the U.S. House.

"To me, this job has always been – and always will be – about the people," she said.

#### **THE CHANGEMAKERS** | Lois Capps

Lois began her public service career after her husband Walter Capps died only nine months into his term as the U.S. representative for California's 22nd congressional district. She won his seat in a special election in 1998, and went on to start her first full term in office after winning the general election later that year.

She became the first Democrat in over 50 years to hold the 22nd district for more than one term. Her district was renumbered twice -- as the 23rd district in 2000, and the 24th district in 2010, expanding to include more inland areas of Santa Barbara County, as well as San Luis Obispo and Santa Maria. Lois was a respected leader in Congress on issues of public health, gender equality, protecting the environment, and providing more affordable access to education. Her professional background in both health and education deeply informed her work as a public servant for nearly two decades.

"I have been a strong believer in education all my life," she said. "I was raised in a household where education was truly valued above everything else." Lois received her bachelor's degree in nursing from Pacific Lutheran University, and went on to earn her first master's degree in religion from Yale Divinity School. At Yale, she met her husband Walter, then a young divinity student who would soon become one of the foremost religious studies scholars in the country.

The couple married in 1960 and moved to Santa Barbara, where they raised their three children. While Walter taught religious studies at UC Santa Barbara, Lois worked as a nurse in the local schools. Her experience with Head Start and other preschool programs inspired her to consider earning her second master's degree at UCSB.

"A graduate degree is often challenging in so many respects," she said. "For me, I was juggling a lot of different aspects of life during my second time at graduate school. I was raising a family with my husband in Santa Barbara. I was working full-time as a school nurse at the Santa Barbara Unified School District. It was so very different from before, when I was a bit younger. Then, life was simpler."

At the UCSB Gervitz Graduate
School of Education, Lois focused
on early childhood education. "My
professors inspired me. I got into
materials that I had never read
before – and never understood
before my time at UCSB. My
degree really broadened and
deepened my knowledge."

She returned to campus this June to deliver the keynote address at the 2017 Graduate Division
Commencement Ceremony. "One of the pillars of our democracy, what I believe in so strongly, is public education -- and that is what we are here to celebrate today," she said. "And you are the product of that system as we know it in California."

Lois is grateful to be able to engage with the community and campus she knows so well. "I feel like the UCSB campus is home in many ways, for me and my family," she said. "We are proud to be a part of UCSB over the years, in so many capacities — my own master's degree that I received there, one of our kids went to UCSB and is an alum, and Walter taught there for 30 years. So UCSB has really been a vital part of our family."





Some have rather glibly said
'Education is wasted on the young.'
Educated is never wasted -- but when
you have lived a little, you realize
what particular values you have and
what areas of knowledge you still
need. To have been able to access
that knowledge in our Santa Barbara
community at UCSB was outstanding.

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## Jean Fuller

### JEAN FULLER Ph.D. `89 // EDUCATION

First Female Senate Minority Leader, California State Senate

Member of the California State Legislature, Representative of the 16th State District, 2006-2017

California Superintendent of the Year, American Association of School Administrators California State Senator Jean Fuller spent over thirty years of her life as an educator.

Growing up in Kern County, California, Fuller would often be found at the library, poring over books and schoolwork. "I was helped by so many to excel in school," she said. "I really wanted to help others to also enjoy reading and the educational process."

#### THE CHANGEMAKERS | Jean Fuller

First in her family to attend college, Fuller worked her way through school, earning her B.A. from California State University, Fresno in 1972, and a master's degree in public administration from California State University, Los Angeles in 1982. She first learned about the education doctoral program at UC Santa Barbara while working as a principal in Palmdale.

"When I became seriously engaged in my profession, I knew I needed to be able to be a credible source of original thinking," she said. "The program at UCSB taught me to do original research and provided me with the coaching and core skills to publish, attend conferences and share papers. I was able to move to a place where I could become a leader in my field."

Fuller continued to supplement her education after she earned her Ph.D. in Education from UCSB. She completed course work and seminars at Exeter College at
Oxford University, Harvard, and the
University of Southern California.
Her many achievements as a
public education leader earned her
numerous awards and accolades
over the years, including the 1998
American Association of School
Administrators Leadership for
Learning Award, and the 1995
California Superintendent of the Year.

In 2006, Fuller won her first election to the California State Legislature as the representative for the 32nd Assembly District. In 2010, she went on to win her seat at the California State Senate as the representative for California's 16th Senate District.

In 2015, California Senate
Republicans elected Fuller as
minority leader – making her the first
woman, Democrat or Republican,
to hold a top leadership post in
the Senate. "When I first arrived,
there was no woman on this wall of

Senate leaders," she said. "That was the vision I needed to get my own picture in there – and to get other women's pictures on that wall."

Now a year away from the end of her second term in the Senate, Fuller recently stepped down from her role as Republican leader, paving the way for another woman – Senator Patricia Bates – to take the reins.

"In the legislature, one of the things that really drives me is being able to help others by building relationships, strong communities, and infrastructure," she said. "Whenever I see children, I think of their potential. It's exciting to discover what each new day brings, and how our world develops around us. To be able to work toward a future where our children grow up in a safe, strong community with libraries and great schools, and all the resources to help them move on and make a better world...that is what continues to inspire me."





It doesn't matter where you come from or who you are, or any of those external variables. You need to able to believe fully in your cause, your group, your coalition, your SELF – you need to believe in whatever you are trying to put together, even in the face of negative information. Once you aim to dream big, you are inevitably going to hit some hard spots along the way.

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### THE TRAILBLAZERS

They pursued the roads less-traveled and discovered new career possibilities in their chosen fields. On the stage, in the boardroom, and across borders, these alums transformed challenges into opportunities to make an impact on the world

SISTER JUDITH ROYER
ARTURO GONZALEZ
BO HU
NICOLE IFILL
FAYA CAUSEY
ALEXANDRA SEROS

# Sister Judith Royer

Using art to build community and inspire social justice lies at the heart of Sister Judith Royer's work in theater and education.

As a producer, director, dramaturge, and teacher, she brings real stories from real people to the stage, giving audience to the voices of those who might otherwise remain unheard.

Her desire to create, coupled with her faith as a Catholic sister and a deep connection to her community, the Sisters of St. Joseph of Orange, have characterized Royer's four celebrated decades at Loyola Marymount University (LMU).



#### Ph.D. `83 // DRAMATIC ART

Professor of Theater Arts, Loyola Marymount University

Director, CSJ Center for Reconciliation and Justice

Director, Playwrights Center Stage New Plays Series

Lifetime Achievement Award, Kennedy Center American College Theatre Festival

Founder, Mark Taper Forum and Theatre Gallery

Milan Stitt Award for Outstanding Teacher of Playwriting, Association for Theatre in Higher Education

#### THE TRAILBLAZERS | Sister Judith Royer

"I see my religious vocation as a way in which we are active to serve and to help make change," she said. "I see that happening for me in the arts as well. I use the gifts I have."

Royer's love of the theater is, in part, a product of her comprehensive undergraduate education at St. Joseph's Teachers College. In addition to studying theology and history, Royer majored in English, with an emphasis in dramatic literature. As she progressed through her studies, she found herself more interested in the transformation that took place on stage than any individual interpretation in print. Watching literature come alive and the collaboration required to produce a piece of theater continued to draw Royer to the field.

Though she was working as a high school teacher at the time, Royer decided to pursue her doctorate at UC Santa Barbara in order to continue teaching at Loyola Marymount University. The newly formed 4-year institution was the

product of a merger between Loyola University, Marymount College, and her own teacher's college. UCSB's proximity to LMU allowed her to pursue her Ph.D. without going too far from her CSJ community of sisters.

The program at UC Santa Barbara challenged Royer as a scholar. "It was very intense academically," she recalled. "I remember the thing that made us survive was that view of the ocean from campus. We were studying for ten, eleven hours a day. I remember walking out one day and looking out at the lagoon and looking at a tree and going, 'Uh, I don't remember seeing that for a long time!""

Theater as a vehicle for social change has remained an integral part of Royer's roles at LMU as Director of the Center for Reconciliation and Justice, and as a Professor of Theater Arts. Nearly two decades ago, Royer shifted her focus to dramatized narrative work -- finding local communities and telling their stories on stage.

This hands-on, community-based approach has since evolved into a model for teaching students, offered formally at LMU through a course called Voices of Justice. Performances produced by the course have not only afforded students the opportunity to connect to local advocacy organizations, but also to gain a greater understanding of the importance of their work. "It's astounding to have students at those performances, along that general audience and the agency storytellers in the audience," she said. "That's really moving and transforming for all."

One of the most significant rewards of Royer's work as a teacher has come from witnessing her students experience this learning process. "One student said she had never realized that her art could actually make a change that had any impact on people other than entertainment," she said. "What teacher would ever want any more feedback from a student than that?"





What gives me life is creating as an artist. Teaching is also an art.

Watching students be able to do the same thing - growing as actors, as writers, using those gifts for social justice - is pretty extraordinary.

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# Arturo Gonzales

### ARTURO GONZALEZ MA `93, Ph.D. `97 // ECONOMICS

Senior Director, Visa, Inc.

Former Chief of Consumer &
Community Development Research,
U.S. Federal Reserve Board
Financial Economist, Office of the
Comptroller of the Currency

Arturo Gonzalez's career journey provides a perfect illustration of the versatility of an advanced degree (or two) in economics.

Over the past decade, Arturo has worked in leadership roles in academics, public service and the private sector. He credits his advanced degrees for empowering his life decisions. "Being able to exercise your freedom is the most powerful thing you can do," he said. "And that's what a graduate degree gives you -- it gives you the freedom to realize what you want to be."

#### THE TRAILBLAZERS | Arturo Gonzales

Arturo earned both his master's degree and doctorate in economics at UC Santa Barbara. When he first considered graduate school as an undergraduate in economics at UCLA, his advisor recommended UCSB for its reputation for microeconomics and applied work. "He knew that my interest was more on applying economic theory to human behavior in a real-world way, rather than a more abstract manner than some other programs do," he recalled.

Arturo chose economics as a "very practical major" as an undergraduate at UCLA. A first generation college student, he grew up in a family-oriented, blue-collar neighborhood in East Los Angeles.

"Being a working class area, resources for education, for structure, and mentoring were just not part of the everyday experience," he said. "Back then, I didn't know how to get a job in a big office building. I thought about things like accounting, economics and business degrees, versus something that was vague like history or psychology. I didn't meet anyone who had an undergraduate degree in

sociology and actually worked as a sociologist. But I did hear about accountants who got jobs because they majored in accounting."

His first undergraduate class in economics completely changed his point-of-view. "The professor told us that economics wasn't really just about business or understanding finance or stock markets," he said. "It was really about people, about understanding human behaviors using very rigorous methods that can impact society."

He completed his doctoral studies in 1997, and went on to teach economics and Mexican American studies at the University of Arizona for six years. "I was teaching students Mexican American studies and used economics to help them understand issues," he said. "It was really fun seeing students participate using economic theory, using my economic models, and seeing the implications of being able to take the rigor of economics and applying that to issues like immigration that are really important to the Mexican American experience." When he received tenure, Arturo decided to challenge himself by

moving on to work at the Public Policy Institute of California. "I was able to do the academic research, but was able to add the other dimensions I enjoyed," he said. "I was able to talk to the media, talk to policy makers in Sacramento, and network with other academics."

A grad school friend encouraged Arturo to take another leap: moving into the private sector as a pricing transfer analyst for Ernst and Young. "Unfortunately, while I was enjoying it, the economy tanked," he said. "So things outside my control drove me to Washington, D.C. at the Office of the Comptroller of the Currency, working on regulations governing financial institutions."

After five years, Arturo was asked to become a manager at the U.S. Federal Reserve. "I was given an opportunity to build a brandnew team that would focus on community affairs, consumers, and community development," he said. In his role as chief of Consumer & Community Development Research at the Federal Reserve Board, Arturo presented to the Board and shared his team's research with the public.

This year, he returned to the West Coast to work at Visa, Inc. in San Francisco, California. "So now I'm going to take everything that I've learned, and apply it to consumer finance and access to credit, but now with a global presence," he said. "It will be a continuation of things I enjoy and I am able to be intellectually challenged. Most important, it will make a difference in the lives of people."





Curiosity, more than anything else, has driven me to make decisions on what I want to do next. I always tell people to never assume that what you are doing now will be your final outcome. Things can happen. Recessions happen that will completely throw your plans into a tailspin. More than anything else, be honest with yourself about what is your passion, and pursue that as much as possible.

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Studying for an advanced degree is difficult.

Doing it in a foreign environment is even more challenging.

Bo Hu took on that double challenge when he moved from China to pursue his doctorate in electrical engineering at UC Santa Barbara.

Hu, who now works as engineering manager at Uber, recalled how he struggled with differences between educational systems when he first arrived at UCSB. "My educational experience in China was very structured and straightforward," he said. "I knew exactly what I needed to do to succeed in my education, so the journey was very smooth. I always got good test scores and was admitted to the best schools. My graduate school experience in the United States was the opposite."

#### THE TRAILBLAZERS | Bo Hu

Hu credited his mentors for getting him through the tough spots during his grad school career at UCSB. ""My advisor gave me great guidance and direction on how to explore deeper and be more creative," he said. "The five years I spent at UC Santa Barbara totally changed my life. I learned important skills, including language, problem solving, and life perspective, which helped my career tremendously."

Hu grew up in Deyang, a small city near Chengdu in China's Sichuan province. As a young child he dreamed of becoming an architect, but his fascination for STEM soon put him on the path to a career in engineering. A diligent student, Hu earned his B.S. in electrical engineering from Tsinghua University, one of the top academic institutions in Asia and one of the foremost engineering universities in the world.

After graduation, Hu began to explore further specializing in computer programming and software design. UC Santa Barbara's research reputation drew him to Central California for grad

school. "It became clear to me that computer engineering is a perfect mix of software design, with extensive hardware background," he said. "I learned about Professor Margaret Marek-Sadowska's research lab at UCSB from my fellow classmates and found exactly what I was looking for. I also heard that Marek-Sadowska always encouraged her Ph.D. students to spend summers in Silicon Valley to stay in touch with the latest advancements in the industry."

Choosing UCSB was an easy decision. Choosing his research topic however, was not. For five years, Hu sought direction to find his dissertation topic. "There were so many times I thought I had a brilliant idea, but proved in the end that it just did not work," he recalled. "I learned over time that failure is the norm of life, and it often takes perseverance and proper perspective on difficulties and failures to make progress and succeed."

The hard work paid off. Hu graduated with his doctorate in 2004 and went on to work as an engineering manager at Facebook

and Dropbox. He joined Uber a year ago to help expand the company's growth in his home country, only to be given a wider scope of responsibilities when Uber China exited the market after merging with Didi China.

Hu now leads growth teams for Uber's international market, covering Southeast Asia, Europe, the Middle East, Africa, and Latin America. He looks forward to the future, and what he can achieve with his colleagues in the global market.

"I love this job because of the cities and people we are serving, and the life impact we bring to them," he said. "In less than a year in this role, I traveled to many cities around the world, and experienced first-hand how Uber is making a difference in various local markets. It is truly gratifying to see people around the world making a better living with Uber, regardless of their color, language, and background. There is so much more we can do."





I believe every graduate scholar should have a passion for making a difference. Today, globalization is inevitable. Technology makes our world connected – and smaller. I think with a global point of view, their graduate school research will be more comprehensive, and more thorough, with more variables, and potential impact will be significantly bigger if they pull it off.

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# Nicole Ifill

### NICOLE IFILL MA '08 // STATISTICS

Research Education Analyst, Education and Workforce Development, RTI International Research Associate, MPR Associates Inc. Before becoming an education analyst at a research firm, Nicole Ifill was working full time at a brewpub in the Santa Barbara area.

While the position certainly nurtured her love for beer, she thirsted to apply her skills to a job that combined her passion for both education and math. "I had these other goals and seemed to have gotten off track. So I literally quit my job, sold my car, and tried to figure out where to go," she said.

#### THE TRAILBLAZERS | Nicole Ifill

She ended up in Washington, D.C. Today, she works as a research education analyst for RTI International, a nonprofit research firm that is paving the way in informing public policy, expanding opportunities and driving better outcomes for children, youth and adults in education and workforce development.

Growing up in Massachusetts, Ifill was convinced that she wanted to be a math teacher. After some gentle prodding from her family, she went to Columbia University and received her BA in Political Science - Statistics. She worked as a data analyst for Harris Interactive (best known for The Harris Poll) for two years before she decided that she wanted to go back to school.

Ifill was drawn to the graduate program at UCSB that combined social science with statistics. "I remember walking on the beach and calling my mom in March... and saying 'it's so amazing here, I'm definitely going to come here!'" It was a big move from the fast-

paced New York City life to the more relaxed-pace of life in Santa Barbara, but she admits the weather was a big draw.

While she studied for her Masters' in the Probability and Applied Statistics (PSTAT) Department, she began to diversify her interests. She worked with the economics department to help her answer questions surrounding the barriers students have in accessing higher education while simultaneously working as a teaching assistant in the statistics department. After graduation, she worked with Dr. Joe McFadden in the geography department on statistical analysis of geographical projects even while she worked at a brewpub in the area. She then dropped everything and moved to DC to return to her interest in education, she was hired by the research firm MPR Associates, which was later acquired by RTI International to research students at risk.

Since then, Ifill, in her role as analytic director of the 2012/17 Beginning Postsecondary Students Longitudinal Study, has paved the way for education research and published several articles for the U.S. Department of Education, including "Persistence and Attainment of 2011-12 First-Time Postsecondary Students After 3 Years (BPS:12/14)", "Undergraduates Who Do Not Apply for Financial Aid," and "Trends in Pell Grant Receipt and the Characteristics of Pell Grant Recipients: Selected Years, 1999-2000 to 2011-12."

Ifill conceived and lead a new project sponsored by RTI: Learning, Not Seat Time: The Rise of Competency-Based Education and the Implications for Student Transcripts. Additionally, she is the project director of the annual College Results Online data update, an Education Trust website [IN2] which analyses data on graduation rates, admissions, financial aid, and financial expenditures.

Ifill's research is leading the way to change the national conversation around education statistics. She continues to research the barriers to postsecondary education and issues related to persistence and attainment in hopes of "changing the conversation and changing the focus" of so many articles surrounding these topics.

"My contribution is to add nuance," she said. "To take the messy contradictory data that students provide and administrative organizations provide about students, and turn that into something that researchers want to use."





As a researcher who really feels that data takes the emotion out of bad policy decisions, I think that my contribution is to be able to shine a light on how these policies affect low-income and nontraditional college students.

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# Faya Causey

### FAYA CAUSEY MA`77, PhD`84 // ART HISTORY

2017-2018 Scholar in Residence, Getty Research Institute

Recently retired, Head of Academic Programs, National Gallery of Art, Washington

Former Professor at California State University, Long Beach Former Instructor at the Art Center, Pasadena For nearly two decades, art historian Faya Causey has been one of the world's foremost scholars on the unique uses and cultural symbolism of the fossil resin amber.

Causey's interest in the ancient material was inspired by a 1975 visit to the British Museum. "It all started with my first sight of some very odd-shaped ancient carvings of amber," she recalled. "There they were in the same rooms as famous Greek and Etruscan works...and while the style and subjects of the ambers were related to these better-known objects, they were eccentric – the forms wrapping around the natural shapes of amber lumps."

#### THE TRAILBLAZERS | Faya Causey

Causey delved into the study of amber as both jewelry and magic/talismanic items in ancient cultures. "It became clear to me that amber was the diamond of antiquity and that these carvings were found in the tombs of the elite all over Italy, and were high-status objects. I just wanted to know more."

The subject took her scholarly research into unexpected directions, including replicative archaeology. "I liked that these strange carvings were such a different way of looking at ancient art," she said. The results of her research into the material are now featured in her book Amber and the Ancient World (2012) and in the online scholarly catalogue of the J. Paul Getty Museum, where Causey recently began a residency as a Scholar in Residence at the Getty Research Institute.

Her fascination with ancient art evolved from a diverse set of interests that also includes 19th century French Impressionist painters and Renaissance art in Italy. As an art history major at UC Riverside, Causey was drawn to graduate study at UCSB because of the "superb faculty representing such a wide range of specializations and because they offered such insight and experience in the current world traditions of scholarship." Mentors such as Mario Del Chiaro, Fikret Yegül, Peter Meller, and David Gebhard shaped her experience. "Curiosity about things, ideas, the past and the present coupled with the tools to investigate art and architecture were inherent in every class and seminar, and in every meeting," she said.

She carried this curiosity - along with an appreciation for the "ideological spectrum" offered by her professors at UCSB - with her into teaching positions at the Art Center College of Design in Pasadena and at California State University, Long Beach, where she became a tenured professor. "I had learned about the power of real art objects, from the most hurried of sketches to great works of architecture." she said. "It is important to balance the voice of

the artist (wherever and whenever possible) and the humanist's research. Theory is critical.

Clear explanations are valuable
-- but even more so are good questions!"

In 1994, Causey left academe to pursue a position as in the Department of Academic Programs at the National Art Gallery. Though she continued her specialized areas of research, at the Gallery she continued her role as educator. Museum work offered her a different, more varied audience but still included college students, graduate and undergraduate.

"Museum education always depends on research," she said. "Over the last few decades, museums are increasingly undertaking research on the visitors' experience (both onsite and off-site) and are deeply concerned about multiple learning styles, uptake, querying, and opening up ideas about art and its production to the widest of audiences."

In her current residency at the Getty, Causey returns to academic research and scholarly discussion, as she works within the vear's defined theme of Iconoclasm and Vandalism. "My project will look at the destruction and 'afterlife' of a number of Hellenistic and early Roman sculptures, which were decapitated from statues and then thrown into wells!" she said. "It will be wonderful to have the time to devote the months to research and writing, discussion and debate."





My educational experience at UCSB was exciting, fun, thrilling, and, of course, serious work! Throughout my career as a former professor, administrator and educator, I have drawn on the knowledge-sharing atmosphere of my UC years.

Portraits of Success



# Alexandra Seros

ALEXANDRA SEROS
MA`72 // DRAMATIC ART

Screenplay Writer, THE SPECIALIST (1994), POINT OF NO RETURN (1993) Acclaimed screenwriter Alexandra Seros has a scar on her arm as one souvenir of her time as a graduate student director at UC Santa Barbara.

During a main stage production of I Never Sang for My Father by Robert Anderson, Seros had the play's protagonist swing from a rope across and above the stage multiple times. A city fire marshal stood guard every night in case of an accident -- but the only emergency happened before the play opened.

#### THE TRAILBLAZERS | Alexandra Seros

"I decided to crawl around on the angle iron (but every piece wasn't yet connected) to check sight lines—something I should not have been doing—and I fell about 15 feet, cutting my arm open on the rusted corrugated tin that I used for stage walls," she said. "Eleven stitches. All I have to do is look at my arm and the memory rushes back." (The play received excellent reviews.)

Seros had studied theatre history and criticism while in the acting specialization program at UCLA. When a close friend and mentor decided to join the faculty at UCSB, she followed by applying to the graduate program. "UCSB turned out to be a great place for me, where I did a lot directing work, both in the university's theatres, and at The Park Theatre on State Street," she said.

During her year and a half at UCSB, Seros recalls visiting Camarillo State Mental Hospital as part of the cast of Marat Sade under the guidance of visiting professor Giorji Paro, in preparation for the play. Seros remembers well her mentors like Drs. Cedric Winchell and the famed William Reardon, professor emeritus of the Dramatic Arts Department.

After earning her master's degree, Seros pursued acting, wrote and directed a short film, and was accepted into the American Film Institute's directing program.

"Although moving from theatre to film was a change, my training in theatre has been essential to my work as a director and screenwriter," she said.

Only one of the other director fellows in her AFI cohort shared her background in acting. "As an imitative art, performance remains under-researched." she said. "On the other hand, I had little experience in film technique. Thus, the guid pro quo at AFI was that I helped with the acting, and my cohort taught me about lenses, camera angles, and the frame. Eventually I became a screenwriter, and have been working in film ever since. I suppose my movement from theatre to film is less a change than an evolution. I would say that acting, writing, directing, and screenwriting all fit comfortably under the same overcoat."

Seros's writing hit the big screen with two popular action thrillers during the mid-1990s. For two consecutive years, Warner Bros. released two movies based on her screenplays -- Point of No Return (1993) and The Specialist (1994), starring mega film stars like Sylvester Stallone and Sharon Stone. Seros has been writing ever since, penning production rewrites and working for every major studio.

In 2014, Seros was accepted into UCLA's Cinema and Media Studies Ph.D. program at the Department of Film, Television and Digital Media. She is currently doing research on Ida Lupino, the only woman who worked as a director and producer within the 1950s Hollywood studio system, and the only female member of the Directors Guild of America from 1948 to 1971.

"I certainly haven't had her great and varied career, but some part of me felt that as a woman writing hard action, I was an anomaly, completely misunderstood, as though I was suspect for working on men-only narratives," she said. "In the beginning, producers actually thought I was a man; they misread Alexandra for Alexander. It was weird. When I began, women were supposed to write romantic comedies, not erotic thrillers. Now, of course all of that has changed."

As she pursues the next phase of her academic journey as a Ph.D. student, Seros has met professors like Dr. Janet Walker, a professor at the UCSB Film and Media Studies Department, who provide new insights and inspiration for her research and creative process.

"I listen differently, I look at things differently, my focus has improved, and I understand what I read in more depth; I see more meaning," she said. "There's a kind of scientific exploration that takes hold during work on a Ph.D. Having no preconceived notions opens up a lot of new possibilities....most importantly, I've understood the difference between wanting to do something and needing to do it."





I think I was the most active and alive at UCSB that I've ever been, often sleeping maybe four hours a night; working, studying, and performing the other twenty. It was a different time, more experimental and creatively daring.

9 Portraits of Success
Portraits of Success

### THE VISIONARIES

From searching for ways to end food scarcity to enabling better community access to communications and media, these dynamic alums built their big ideas into tangible solutions for the betterment of society.

JAMES ROGERS
WENDY MENDES
MARC NATHANSON
CRAIG KENNEDY
THE WILCOXES
ERIC HOCHBERG



#### THE VISIONARIES | James Rogers

"To be able to see my research all the way from making the paints in the lab at UCSB, to molecular imaging at Lawrence Berkeley National Lab was a really unique opportunity."

Rogers regularly listened to music and podcasts during his five-hour commutes between Santa Barbara and Berkeley. He happened to hear a story on world hunger while driving through farmlands in Salinas Valley. "I saw all these lush, green fields, and wondered how could there still be people on this planet who go hungry," he said.

He immediately looked at the numbers. "It was estimated that almost half of produce growing in the United States was ending up in a landfill," he said. "The problem wasn't on the food production side. It was really on the post-harvest storage of our produce. Naturally, as a scientist and engineer in training, I was inclined to investigate what was causing the produce to spoil. So I looked into it. It turns out that the leading causes of spoilage are water loss and oxidation."

His search for solutions to the spoilage and food waste problem led him back to his undergraduate days at Carnegie Mellon, where he completed dual degrees in materials and biomedical engineering. "We studied steel," he said. "And the way you make steel is to combine iron and carbon atoms in a very particular ratio...the problem is, those atoms in that chunk of iron and carbon react with the atmosphere and form rust. Metallurgists figured out this clever trick of incorporating a small number of sacrificial atoms to form this thin oxide barrier that would then protect the outside of the steel."

Rogers and his grad school colleague Jenny Du worked together in his garage to create an ultra-thin, all-natural layer sourced from agricultural byproducts that could protect produce from water loss and oxidation. This research seeded the development of Edipeel, the first groundbreaking biotech product from Apeel Sciences. In 2012, Rogers and his research

team pitched the concept and won \$10,000 at the UCSB Technology Management Program's 13th annual New Venture Competition. That same year, he received a \$100,000 grant from the Bill and Melinda Gates Foundation Grand Challenges Explorations initiative.

Since then, the company has grown from 35 to 85 employees, and recently moved into a new 105k square-foot facility hosting its office, lab, and manufacturing space. Over the past two years, Apeel gained FDA approval for its Edipeel product and raised a record \$33 million dollars in funding.

Apeel scientists are on to solving the next problem: protecting fruit and vegetables in the field from pests, bacteria and fungi.

"The goal for our company is to be able to offer consumers not only a piece of produce that lasts twice as long in their home, but is also grown without pesticides," said Rogers.
"That sounds like a really challenging goal, but what we've discovered is that if you're going to go through

the trouble of creating a barrier on the outside of fresh produce, what you've really done is redefine the interface between the produce and the external environment." The new product would "camouflage" fresh produce by preventing biotic stressors like fungal spores and insects from recognizing fruit and vegetables as food on the molecular level. "We can actually preserve fresh produce without the use of chemical pesticides," he said. "This really gets exciting once you offer that as a complete solution from end to end."

While James Rogers the scientist utilizes his knowledge for the good of humankind, James Rogers the CEO is passionate about building the ideal corporate culture at Apeel. Looking to UCSB's unique collaborative environment, there are more than a few Gauchos on his team.

"One of the things we really value at Apeel is teamwork," he said. "At the end of the day, a company is just a collection of people all growing in the same direction. People from UCSB are hard-working and motivated, and at the same time have the values and connection to environment and endeavors related to sustainability. Once you find something good, you latch onto it."





It all comes down to reducing negative externalities. I don't think that the intention was to go out with extremely audacious goals. At the core of what we're doing is applying fundamental science and engineering to solving problems in the world.

5 Portraits of Success Portraits of Success



# Wendy Mendes

For five consecutive school years, from 2006 to 2010, undergraduate students at Harvard University named Wendy Berry Mendes as a favorite professor.

Throughout her professional career, Mendes has inspired both her students and her fellow scholars to pursue excellence and innovation.

She credits her drive and discipline to her formative years spent pursuing a non-academic pursuit, classical ballet. "Like sports, music, dance, and art can be rewarding long after the pursuit is over," she said. "It has been almost 30 years since I danced but I still draw from that same discipline, self-regulation, and resilience after a setback that I learned from my early years."

First in her family to pursue higher education, Mendes earned both her undergraduate and master's degrees in psychology from California State University, Long Beach. "I started out as a math major and when I took my first statistic class, I was enthralled by the idea of using numbers and mathematical models to try to understand

#### Ph.D. '03 // PSYCHOLOGY

Sarlo/Ekman Endowed Professor in the Study of Human Emotion, UC San Francisco

Founder and Director, The Emotion, Health, and Psychophysiology Lab, UCSF Department of Psychiatry

John L. Loeb Associate Professor, Harvard University

#### THE VISIONARIES | Wendy Mendes

the mind and behavior," she said.
"Psychology provided that perfect
nexus of science and philosophy,
and optimizes both bottom-up data
driven approaches, and top-down
theoretical frameworks. Indeed, the
best research psychologists I know
use a combination of inductive and
deductive reasoning to understand
the human mind."

For Mendes, UCSB presented the "ideal choice" for her doctoral studies. "The university is rich with brilliant minds, creative research, and a clear commitment to students and the scientific process," she said. "Graduate students represent the 'teenage years' in the academy and because of that intellectual stage the faculty has to balance guidance with independence. UCSB faculty provided the perfect amount of subtle guidance allowing graduate students to learn from their mistakes but not so much freedom that the mistakes derail their trajectory irreparably."

After receiving her doctorate, Mendes went on to conduct her post-doctoral research in psychology and medicine at UC San Francisco and taught at Harvard University for six years. In 2010, she accepted her current position at UC San Francisco, where she now serves as the founding director of the Emotion, Health, and Psychophysiology Lab at the UC San Francisco Department of Psychiatry, leading research in the area of emotion, intergroup relationships, stigma and psychophysiology. Her lab is the first to publish studies identifying individual differences in vagal nerve flexibility that predict emotional and social perception.

"I study how affective processes – states like acute stress, motivation, and emotional reactions – directly influence brain and body responses using a variety of psychophysiological approaches," she said. Her research team's three areas of findings have shown that not all stress is bad, that the largest nerve in the human body is actually related to social and emotional perception, and that feelings of one person can be contagious to others.

Mendes has written and coauthored over 60 peer-reviewed publications, in addition to co-authoring the book Social
Psychophysiology for Social and
Personality Psychology. She won
the Gordon Allport Prize in 2008
for the best paper on intergroup
relations, the Sage Young Scholar
Award for early career contributions
in psychology in 2009, and the
Janet Spence Award for early
career transformative contributions
in psychological science in 2011.

Despite the accolades and awards she has earned over the years, Mendes remains humble about her contributions to academia and her chosen field. "While I am grateful for being recognized, science and education are team sports, yet awards are typically given to individuals," she said. "We also have a tendency to attribute ideas/ theories/phenomena to a person, but as anyone who has toiled in a lab for decades knows, every idea stands on the shoulders of the ideas and theories that came before it."





I emphasize to my students
that they need to find their
own personal contentment
with science from the
process and not from the
outcome. Studies often
fail, but in that failure is
something valuable and that
is the beauty of learning.

59 Portraits of Success Portraits of Success



## Marc B. Nathanson

Before he became one of the nation's leading media industry executives, Marc Nathanson worked summers as a door-to-door cable salesman.

Born to the owner of a Midwest advertising agency, Nathanson witnessed the influence of media and advertising on local politics. His great-grandfather served in public office in Minneapolis, while his father ran many media campaigns for politicians like Paul Simon and Birch Bayh. Nathanson also spent time working in the Senate as a low-level press aide to U.S. Senator Gale McGee.

After earning his bachelor's degree from the University of Denver, Nathanson won a National Science Foundation Fellowship to study political science. He married Jane, his college sweetheart, and decided to move to Santa Barbara for grad school. "UCSB gave me the opportunity to write my master's thesis on the regulation of the cable TV industry," he said. "Thus, I was able to combine my interest in television and politics."

#### MA `69 // POLITICAL SCIENCE

Chairman, Mapleton Investments Founder, Falcon Cable Former Chairman of the US Broadcasting Board of Governors Cable TV Hall of Fame

#### **THE VISIONARIES** | Marc B. Nathanson

When Nathanson received his master's degree from UCSB in 1969, only 5 percent of the United States population had cable television. He started his media career at Able Cable and went on to serve as vice president of marketing and programming at TelePrompTer. In 1975, he founded Falcon Cable, a company that covered over one million subscribers throughout 26 states in the late 1980s. By the time he sold Falcon to Charter Communications in 1999, over 70 percent of Americans subscribed to cable. Nathanson now serves as chairman of his investment firms Mapleton Investments and Mapleton/RDS Real Estate Group, with Falcon Waterfree Technologies.

Throughout his career, Nathanson has been recognized for his visionary leadership in the field of communications and for his commitment to public service. In 1995, President Bill Clinton appointed Nathanson to a three-year term as a Chairman of the Broadcasting Board of Governors (BBG), responsible for the Voice of America, Radio Free Asia, Radio-TV Marti, and Radio Free Europe/

Radio Liberty. "The BBG, the successor agency to the United States Information Agency, allowed me to use my knowledge of communications and technology and to apply it to help modernize the U.S. government's diplomacy efforts," he said.

Nathanson is a member of the Cable TV Hall of Fame, and has received the Global Green's Millennium Award and the Environmental Media Association's Lifetime Achievement Award. He serves on the board of the USC Annenberg School of Communication, The Aspen Institute, and the Pacific Council on International Policy. He is also the vice chairman of the National Democratic Institute for International Affairs and is a member of the Council on Foreign Relations.

As the son of an ad man,
Nathanson grew up with a keen
appreciation of the visual arts and
cites Andy Warhol as one of his
favorite artists. Over the years, the
Nathansons have collected over
300 paintings and sculptures, and
have served on various boards

in support of public arts access and education. In Los Angeles, Marc and Jane Nathanson provide leadership, fundraising guidance and support for public cultural institutions like the Los Angeles County Museum of Art, the Museum of Contemporary Art, Los Angeles, the Los Angeles Music Center Opera, and the Los Angeles Philharmonic.

Everything Nathanson has accomplished centers on one key motivator: his family. "To us, family is the most important part of our life," he said. "We have three children and eight grandchildren. We hope they will all serve the community and help to improve society and promote tolerance and understanding for all people. This is something that was stressed by my professors at UCSB – tolerance and understanding, as well as the pursuit of knowledge. Good lessons for life!"



when they slam the door in your face, you have to figure out the reasons. That's the essence of marketing.



# Craig Kennedy

BA `87, PhD `92 // PSYCHOLOGY, **EDUCATION** 

Dean of the College of Education, University of Georgia

Craig Kennedy discovered a passion for research and education long before most college-bound students have started thinking about a major.

Kennedy was an aspiring young musician in San Francisco with dreams of a musical career, when he stumbled upon a job in "one of the first classrooms in the country that was trying to educate young adults and adolescents with autism in a regular school environment." He quickly changed course. "This was a really innovative classroom," he said. "At the age of 18, I started to be trained to do research with people with autism."

#### THE VISIONARIES | Craig Kennedy

It was here he met Tom Haring, who would soon become one of several influential mentors and role models to guide Kennedy's pursuit of both undergraduate and graduate degrees at UCSB. "Tom Haring was a mentor in the truest sense – he taught me how to be a researcher, how to pose questions and how to find answers to them and help people implement them."

Kennedy chose UCSB because of its reputation in his chosen field. He also credits mentors like Haring, and Bob and Lynn Koegel, who founded the renowned center for autism research, for bringing him to campus.

After earning his doctoral degree in Education at UCSB in 1992, Kennedy embarked on his career as a professor at Vanderbilt University, which was the "hub of the development of biobehavioral analysis in disabilities." It was a perfect match for Kennedy, offering an interdisciplinary approach to research that allowed him to focus on the biological issues underlying behavior while still working toward educational intervention applications. As he rose from associate professor to full professor and eventually Chair of the Special Education Department, the idea of helping people discover and implement solutions continued to resonate.

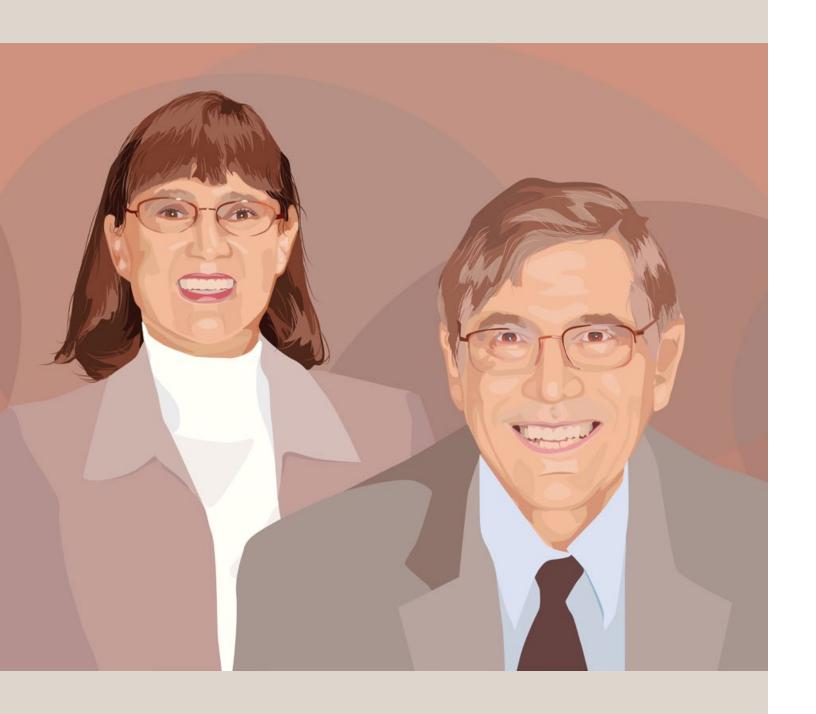
He chaired a task force on research infrastructure and was asked to step into his next leadership role as Associate Dean of Research in order to implement the resultant plan. "I discovered that I could help people do their jobs better and have a larger impact being an administrator than by focusing

solely on my research and teaching," he said. "It allowed me to scale that up to help a broader range of people."

Kennedy's increasing responsibilities and growing influence as a Senior Associate Dean at Vanderbilt soon caught the attention of the University of Georgia, home to the second largest public college of education in the country. In his current position as Dean of the College of Education, he remains committed to supporting the teaching and research needs of students, staff, and colleagues alike, tackling new challenges and working toward innovative solutions. "I really enjoy seeing people move forward in their own development and helping facilitate that," he said. "That is one of the great rewards in my role as an administrator."



evolving – this is the context in which we pursue higher education. Its goals never stop changing. You can never precisely predict what new challenges you encounter as a dean. That's part of the challenge of being an administrator. My major reward is taking problems and solving them in ways that help other people.



# Gary & Sue Wilcox

#### GARY WILCOX `69, MA `72// BIOLOGY,

#### PhD '72 // BIOCHEMISTRY

Vice Chairman and Interim Chief Executive Officer, CoCrystal Discovery Trustee, UC Santa Barbara Foundation

### SUE WILCOX '70, MA`72 // MATHEMATICS PhD`74 // ECONOMICS

Former Member,
UCSB Alumni Association
Board of Directors

### It would be difficult to find two alumni for whom the spirit of Gaucho pride rings truer than Gary and Sue Wilcox.

The husband and wife each completed their full undergraduate and graduate educations at UCSB -- including their bachelor's, master's, and doctoral degrees. They remain enthusiastic supporters and regular contributors to the campus, with Gary serving as a Trustee of the UCSB Foundation and Sue recently completing a term as an Alumni Association Board Member, among other activities.

"We gained so much from our education at UCSB that it feels right to give back to the university," Sue said. "It is always exciting to see what is going on and try to figure out where we can make a difference so that other students can have the same opportunities we had."

#### THE VISIONARIES | Gary and Sue Wilcox

Now longtime Santa Barbara residents and generous ambassadors of the UCSB community, Gary and Sue first met on the beaches below Isla Vista. It was spring quarter and Gary was getting ready to graduate and embark on his PhD studies in molecular genetics, while Sue was about to start the last year of her BA in mathematics. "We introduced ourselves, arranged for a date, and have lived happily ever after," Sue said.

Sue discovered her fascination for economics after borrowing Gary's textbook for a general education course. "I fell in love with econ as a way to apply mathematical analysis to real world issues," she said. She finished her bachelor's degree in just 3 years in order to save money, and was accepted into the PhD program in Economics, to study under the mentorship of Dr. Walter Mead.

Gary's doctoral work with Dr. Ellis Eglesberg in Molecular, Cellular and Developmental Biology eventually led to a faculty position at UCLA, where his lab space was located near the surgery departments. "Every day I encountered physicians and patients in the hallways," he said. "Over time it became clear to me that the research tools in my lab could be used to solve important medical problems. The needs of patients inspired me to look beyond my basic research in genetic regulatory mechanisms to the new frontier of biotechnology companies."

Gary has since held various leadership positions at biotech companies including Icos Corporation and Xoma Corporation, in addition to co-founding Ingene Inc. and CoCrystal Discovery, where he currently serves as Vice Chairman and Interim Chief Executive Officer. He considers his greatest accomplishment much closer to home: "I'm most proud of my family," he said.

That Gaucho entrepreneurial spirit has been integral to the Wilcox's success in research and business. As a result, Sue has become an ardent proponent of an on-campus incubator. Located in the Mosher Alumni House, the proposed incubator would aim to accelerate the further development of ideas and projects produced by students of UCSB's Technology Management Program (TMP).

"Gary and I benefitted from the education we received at UCSB and went on to create multiple biotechnology start-ups that parlayed basic research into pharmaceutical products and developed new drugs to address serious medical needs," Sue said. "Having an incubator in Mosher Alumni House will allow creative interaction among like-minded entrepreneurial students, faculty, and alumni accelerating the process of transforming research and creative ideas into world-changing goods and services."

Gary hopes their stories and their contributions will help future generations of Gauchos discover their own passions. "Find something you're good at, work hard, and always be an optimist," he said.

I studied mathematics
because I enjoy problem
solving. There is a calculated
answer to most math
problems. Math serves as a
strong academic foundation
that would allow some

flexibility in case I decided to

change majors.



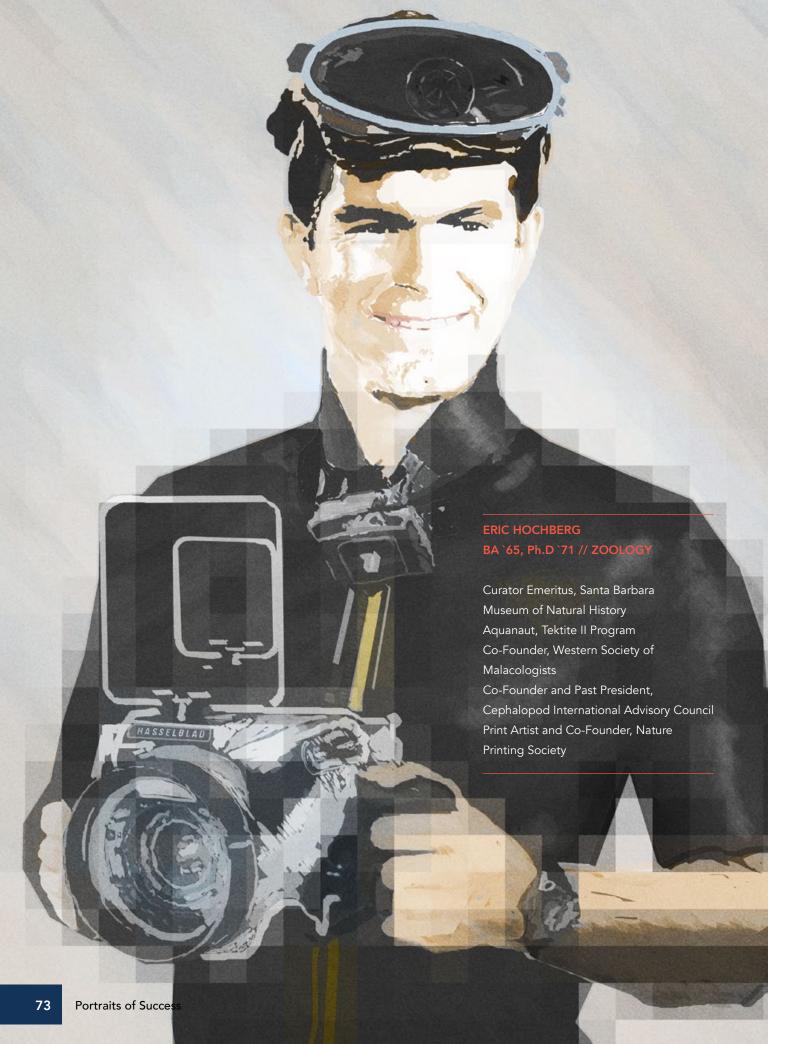






I've been able to take on some
big challenges in research
and drug development by
convincing wonderful and
talented people to work with
me to pursue shared dreams
that, if successful, would make a
difference in our quality of life."

Portraits of Success



# Eric Hochberg

After he earned his doctorate in zoology from UC Santa Barbara, Eric Hochberg lived underwater for three weeks as an aquanaut researcher for the 1971 Tektite II program.

Before becoming an aquanaut, the young scientist already made waves during his grad school days as an expert on parasites that lived in the kidneys or gills of cephalopod mollusks.

The post-grad undersea experience at the Virgin Islands underwater laboratory was "an exciting adventure" for Hochberg and his fellow scholars. "Day and night, you could go diving," he said. "I could go back to the same rock and find the

same fish with same parasites on it. Our team would dive together and set up different projects looking at the same environment."

The NASA-funded Tektite II program comprised ten missions lasting ten to twenty days. Hochberg's team followed the landmark all-female mission, and were among the first in the three-stage Tektite undersea habitat program to conduct in-depth ecological studies.

#### THE VISIONARIES | Eric Hochberg

"My only regret when I came out from living underwater was that I wanted to immediately get into a spaceship and go to the moon," he said. "That would have been another wonderful adventure. But there aren't any marine animals on the Moon."

When he first enrolled at UCSB for his undergraduate studies, Hochberg considered going into education. "Then I had a general biology class," he said. "It brought me back to my days collecting shells, growing up on Catalina Island." He became a biology major and went on to join an honors class at the University of Glasgow in Scotland before graduation.

His mentor – a professor in parasitology -- arranged for Hochberg to go into the zoology Ph.D. program at UCSB. "I had a little office where I could change and walk down right to the beach," he said. "The campus was a wonderful environment for me." Hochberg went on to establish himself one of the world's foremost scholars on invertebrates, and became the founding curator

of the first invertebrate zoology department at the Santa Barbara Museum of Natural History (SBMNH).

When he was hired, he was the only person in his department. As curator, he had to develop new research and exhibit spaces to house invertebrate species. "When you compare invertebrate collections to those housing vertebrate animals, you could have a bird collection of about 100 preserved specimens versus an invertebrate collection where you would have 10,000 specimens," he said. When he retired in 2012, Hochberg left behind a legacy of expanded diversity in the museum's invertebrate collections, as well as a full staff of invertebrate experts and lab assistants.

Over the past four decades, Hochberg has illustrated his passion for science and nature as an internationally-recognized printmaker and artist. He learned about fish printing after meeting a Japanese fish artist during a research cruise off the coast of Mexico. "He took the squid I was working on, cut the ink sac open and painted the squid with its own ink," he recalled. "Then he pressed the Japanese paper on the squid, rubbed it – and out came this impression of this animal."

Hochberg was hooked – and went on to exhibit his art throughout California and leading nature printing workshops at the museum, where his work continues to be displayed at Marine Hall. He also helped build connections between artists as co-founder of the Nature Printing Society.

His art hearkens back to the way scientists approached taxonomy in the late 20th century. "The science we started with was really more visual," he said. "It was holding a shell in your hand, comparing it to another shell. It was having a scientific illustrator do drawings in order to decide if this was a new species or the same as something else. Nowadays, things are moving in a very different direction. You're looking at the same two things we used to hold in our hands, but this time, you're at the molecular level."





to students to find out where
they want to go in the future.
What adventures do they want
to pursue? Mentoring can be
discovery too. You are helping a
student think about the next steps
in their lives and in their careers

Portraits of Success
Portraits of Success



Successful students become successful alumni. UC Santa Barbara's Graduate Division is committed to student success.

We provide student services for all graduate academic and professional programs at UCSB. It is our goal to promote excellence in our graduate degree programs, to foster a diverse and inclusive community of domestic and international students, and to cultivate an intellectually challenging, socially supportive academic environment.

We promote the academic and professional success of our students through workshops, training activities, counseling, and initiatives promoting timely degree completion. The UCSB Graduate Division also administers internal and external funding sources for students and programs. Our leadership and staff work together to administer UC and campus policies concerning graduate academic apprentice programs, while also providing support for initiatives to advise, train, and place graduate students in academic and professional positions.

The next few pages outline a few of these programs and introduce some current students that are moving towards completion and transition to the professional world.



"At UCSB, in addition to forming a strong network with my research group, I also network through organizations that help students think creatively about what their careers could be."

Wennie Wang, a doctoral candidate at the UCSB Materials Department, is part of the student planning committee for Beyond Academia, the annual career education conference open to all doctoral students and post-docs at UCSB.

"Our goal is to inform students about what they can do with their doctoral degrees after they graduate," she said. "In addition to becoming a professor, what else can you do with your Ph.D.?"

For four years, the Graduate Division has worked in partnership with the Beyond Academia committee to produce the annual conference. "I am very proud of its results," said Dr. Robert Hamm who serves as the Graduate Division's Director of Professional Development. "Our students are able to realize the full range of career opportunities available to them."

As an NSF Graduate Research Fellow, Wang currently works at the Van De Walle Computational Group. "I study the fundamental physics of materials for energy technologies using computational methods," she said. "My research is enabled by the culmination of the development of quantum mechanics, the maturation of high-performance computing, and the need for cleaner and more efficient energy. The ability to explore materials at the atomistic level and to bring those insights directly to applications is what makes computational materials science exciting to me."

As she prepares to graduate by the end of this school year's winter quarter, Wang hopes to work at a national lab and to be able to share her scientific expertise with lawmakers. "I would like to be involved with science policy, advising on legislation," she said. "A far-off dream that I have is to be Secretary of Energy - that would be one big goal for me."



UCSB Crossroads is a year-long, multi-faceted interdisciplinary research experience designed for UC Santa Barbara doctoral students that also encompasses the undergraduate classroom through curriculum development and closely mentored teaching.

The program takes its name from the multiple intersections involved: of disciplines; of research and teaching; and of faculty members, graduate students, and undergraduates. Faculty members and doctoral students collaborate on one or more year-long research projects through the auspices of a team-taught graduate seminar that includes the fellows as well as other graduate students. The research is then translated into the undergraduate classroom and/or for appropriate fields, like the professional Master's classroom.

Since its launch in 2013, UCSB Crossroads has provided more than 60 graduate students with the opportunity to work closely with faculty to explore such interdisciplinary topics as religious experience and the mind, the politics of language and race in learning contexts, materials and medicine, and psychology, environment, and public policy.

Sarah Jane Pinkerton, Crossroads Fellow and doctoral student in the Department of Feminist Studies, summed up the impact of UCSB Crossroads on her studies: "The Crossroads fellowship has deeply impacted my research interests, and consequently, the direction of my dissertation. Thanks to a fruitful and engaging year, I have decided to focus my dissertation on artists and artworks grappling with climate change and the ways in which gender, race, and class intersect with environmental discourses."

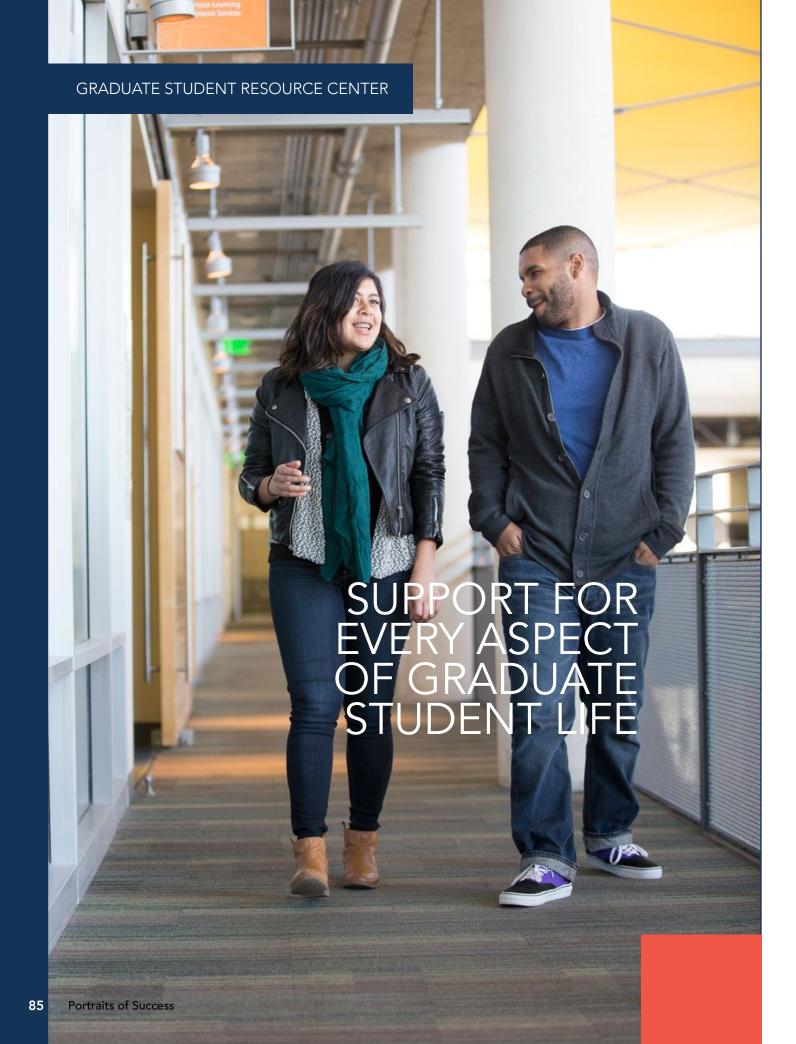


"Research serves no point if you can't get the community and the people who are going to fund you to understand what you're doing."

This year, Leah Foltz wowed audiences throughout the 2017 Grad Slam competition with her 3-minute presentation on her research to cure blindness with stem cell therarpy. Foltz's lively summary earned her first place at the 5th annual UCSB Grad Slam and the People's Choice Award at the UC-wide Grad Slam competition at the LinkedIn headquarters in San Francisco.

Foltz works as a graduate student researcher in the lab of Dennis Clegg at the Molecular, Cellular, and Developmental Biology department. Her student research focuses on creating stem cells from skin cells to create living eye tissue. This eye tissue could someday be used to cure genetic blindness, as well as in treatments for diabetes and Parkinson's disease.

The Grad Slam competition is part of the mission of the Graduate Division to provide graduate students with the support to enhance their professional skills. The award-winning competition was developed by Dr. Carol Genetti, Dean of UCSB's Graduate Division. Since 2012, Grad Slam has showcased graduate student research throughout the UC system. "It's important to be able to talk about your research in a clear, concise, compelling manner," said Genetti. "It's a skill you can develop and learn to do, and it's one that any student can master if they practice."



The Graduate Student Resource Center provides a wealth of programming that fosters student academic success in a fun, relaxed, and welcoming environment.

The Graduate Student Resource Center provides over 100 professional development workshops annually. Topics include finding funding, writing grant applications, CVs and resumes, creating a digital presence theater skills for academic presenters. Our full-time graduate career counselor helps students prepare for and obtain positions outside of the academy, while graduate student peers offer writing assistance, funding searches, programming for international students, and referrals to other campus agencies that assist graduate students.

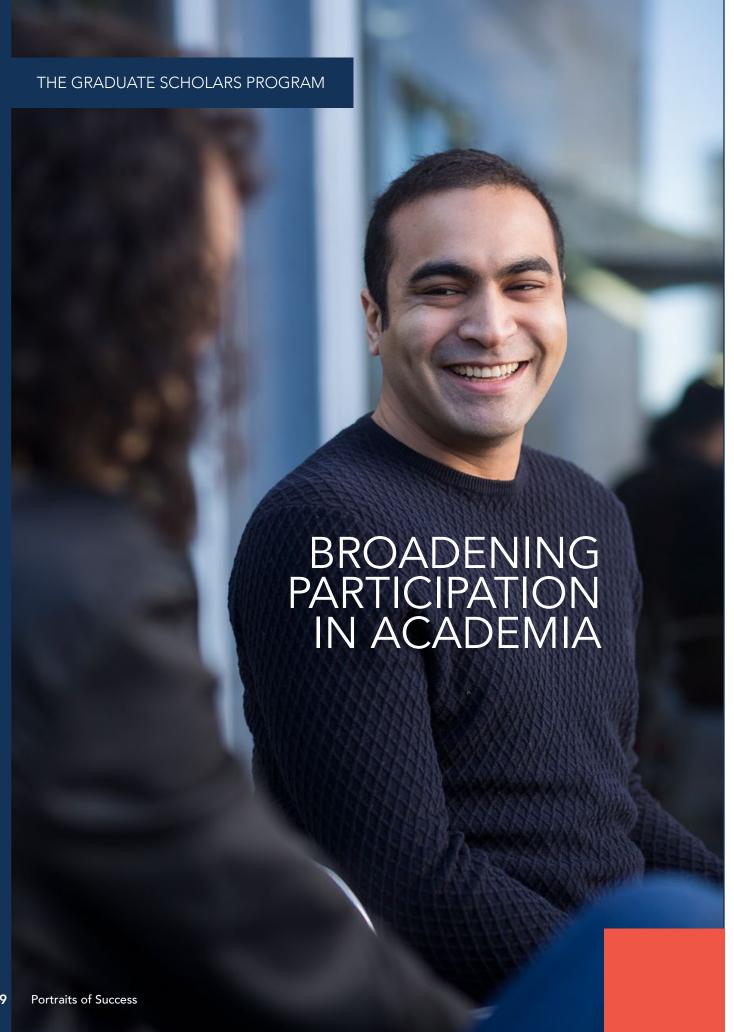
The GSRC team also curates the GradPost (www.gradpost.ucsb.edu), the go-to website providing updates and information about events and workshops, funding, and tools for academic success.



"We talk a lot about diversity in our classes at UC Santa Barbara. People don't necessarily know what is outside of their bubble. You have to balance what you know with what they know – that's why diversity in graduate education is so important."

Sami Alsalloom received the prestigious Eugene Cota-Robles Fellowship to conduct his research into quantitative methods in social science at UC Santa Barbara. He is also a member of the inaugural cohort of the UCSB Graduate Scholars Program. "At UCSB, it's really inspiring to be able to learn from all types of people from different disciplines and backgrounds," he said.

Our outreach, admissions, and diversity staff travel the United States to identify promising students from non-traditional backgrounds and encourage them to consider our programs. Each year, a wide number of programs bring undergraduates and master's students to UCSB for intensive summer research experiences and prepares them to apply for doctoral study. One such program is the UC-HBCU initiative that creates a pipeline from Historically Black Colleges and Universities into UC Santa Barbara graduate programs.



#### The UCSB Graduate Scholars Program

UC Santa Barbara recognizes that excellence and diversity are inseparable. On the other hand, it can be difficult to be the odd man out or the first in one's family to navigate academia.

The Graduate Scholars Program creates a community of diverse doctoral scholars and provides them with social, academic, and professional support so that they may realize their academic and professional ambitions. Our conception of diversity is broad, including under-represented minorities, first-generation college students, disabled students, trans- or differently-gendered students, veterans, women in fields where they are severely under-represented, and students who have experienced significant barriers to education.

Central to the Graduate Scholars Program are "mentoring families" that pair three first-year students with an advanced doctoral student mentor, who answers questions, serves as a sounding board, checks in on progress, and acquaints students with resources. An additional layer of faculty mentors from across campus offers further support, as they provide advice and extend student networks.

The Graduate Scholars Program also provides students with direct access to workshops, panels, and other resources, as well as a chance to have dialogues with distinguished faculty and alumni of diverse backgrounds who visit campus to deliver lectures or performances.

In addition to supporting student success, the broader goal of the GSP is to create pipelines that will diversify the academic and professional worlds, as it is only by tapping all of our brilliance and incorporating all perspectives that we will realize our full potential as a university and as a society.

#### Support the Future of Graduate Education

One of the great pleasures of my position as development director for UC Santa Barbara's Graduate Division is meeting alumni, hearing their stories and connecting them to students and campus.

Alumni and friends can participate in the life of the Graduate Division and our graduate education community in many different ways. One opportunity is to visit campus as a keynote speaker at the annual Beyond Academia Conference, featuring two full days of speakers, workshops, career panels, and networking events to give graduate students the opportunity to learn about a variety of potential careers. Alumni can also participate in the recently-launched National Science Foundation mentorship program to allow graduate students to spend a day with them, or to provide guidance by phone or video conference. Other alumni and friends contribute by making philanthropic gifts to help students thrive.

Dean Carol Genetti and I first met Arturo Gonzalez MA '93, PhD '97 (Economics) over coffee at a local spot in Washington, D.C. last winter. The conversation continued over dinner with a small group of D.C. alumni in February. This spring, Arturo met with graduate students on campus, many of whom were first-generation college students like him. The students met with Arturo during an informal luncheon, and were excited to pick the brain of an alumnus who has achieved success in academia, the government and private industry (see article on page 31).

Carolyn and Terry Gannon hold five UCSB degrees between them (Carolyn BS '67, MS '75; Terry BS '68, MS '69, PhD '80), all in Engineering. For years, they have provided opportunities for international students -- from developing library resources in Africa, to mentoring and supporting international scholars. This spring they met on campus with

Political Sciences doctoral student Chia-Chien Chang, a Fulbright Fellow from Taiwan. Chang spoke to them about his research on equality and distribution of resources, a project made possible by support from the Gannons. "I just cannot say how thankful I am and how helpful the award is," said Chia-Chien. "I utilized the fellowship to do an archival research in Asia and went to present my paper in Philadelphia this summer."

Like many alumni, Prabhu Ambatipudi MS '91 (Engineering) assists current graduate students by providing flexible support through the Graduate Dean's Fund for Excellence. Prabhu said UCSB publications that highlighted graduate students and their work inspired him to "give a little more back." His contribution provided resources for the Graduate Division to fund student writing workshops, professional development, fellowships, conference travel expenses, and research support.

The Dean's Fund, combined with fellowship support, enabled Paul Warden, a PhD history candidate, to conduct a lengthy research trip that resulted in a published journal article. "These generous donations to the university do more than just help students with research," he said. "As a recipient, it gives you a sense that you have value."

If you would like to become more involved and make a difference for graduate students, please get in touch!



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