We’ve Changed Our Look!
In the spring quarter, we surveyed students and alumni asking for feedback about The Gaucho Communicator. You suggested shorter stories, more stories about news and events, and a more professional design. In this issue, our associate editor, Audrey Abeyta, created a new masthead and modified our page design. We’re also featuring more, shorter stories about news and events. Since several stories were already in the works, we’re making strides in this area. Look for shorter stories in the future. Thank you for taking time to pass along your ideas!

Spring 2012 Awards & Achievements
Jody Jahn
At the end of Spring 2012, the Communication department celebrated a productive and award-winning year for faculty, graduate students and undergraduates.

Faculty: Faculty published 50 journal articles, 46 book chapters, six books, one edited book and several encyclopedia proceedings. Numerous faculty won awards: Linda Putnam received a Lifetime Achievement Award from Management Communication Quarterly, Dave Seibold received the Career Achievement Award from the Groups Division of National Communication Association (NCA), Howard Giles received the Outstanding Graduate Mentor Award from the UCSB Academic Senate, and Tamara Affi received the NCA Bernard J. Brommel Award for her contribution to family communication research over the past five years. Numerous faculty and graduate students were honored with top paper and top article awards at proceedings for NCA and International Communication Association (ICA). Cynthia Stohl served as ICA President. Ron Rice, Rene Weber and Andrew Flanagan received large research grants. The Council on International Education and Exchange set up a $25,000 scholarship in the name of Michael Stohl for students traveling abroad. Several of our distinguished faculty were invited to lecture and to deliver keynote addresses. Miriam Metzger was promoted from Associate Professor to Professor.

(Awards, Page 2)
Awards (cont’d from Page 1)

**Graduate Students:** Graduate students published 36 articles, had 66 papers accepted at ICA and NCA, and Ryan Fuller co-authored a textbook on statistics. Three graduate students completed their MA degrees, and nine advanced to PhD Candidacy. Seven graduates completed their PhDs including Beverly Bondad-Brown, Abby Prestin, Cia Bates, Amanda Denes, Jiyeon So, Jody Jahn, and Andrea Joseph.

Jody Jahn received the Lancaster Dissertation Award honoring one impactful dissertation out of all the social science disciplines at UCSB. Melissa Bator received the Fiona Goodchild Award recognizing excellence in graduate student mentoring of undergraduate research. Jessica Gasiorek was honored with the James Bradac Award for her prodigious publication record. Alex Markov and Desiree Aldeais were honored with the Edwin Schoell Teaching Award for their innovation and excellence in the classroom. Stephanie Robbins received the George McCune Dissertation Award. Ryan Fuller was recognized for his outstanding service to the Communication Department.

Several graduate students received fellowships including Courtney Davis, Theresa de los Santos, Bekah Pure, Stephanie Robbins, Andrew Zhang, and Sharde Davis. Grads received GRASS Research Grants (Justin Lipp, Bernadette Gailliard, Courtney Davis), Academic Advancement grants (Ryan Fuller, KK Holland), and travel grants (Chan Thai, Melissa Bator). This fall Amanda Denes is starting a job as Assistant Professor at University of Connecticut, and Theresa de los Santos is Assistant Professor at Pepperdine University.

**Undergraduate Students:** Numerous Communication students were recognized for their top performance and involvement in research. Nearly 100 students served as undergraduate research assistants, 47 students were active Lambda Pi Eta members, 19 students were recognized for their academic excellence in the College of Letters and Science, 22 students were honored for maintaining an overall GPA of 3.8 or higher in the Communication major, and ten students achieved distinction in the major.

Audrey Abeyta received the Steven Chaffee Award honoring excellence in research. Elizabeth Tapia received third place at this year’s UCSB Undergraduate Research Colloquium. Janet O’Neill was recognized with the Dean’s Award for outstanding senior. Chloe Mini received the City Club prize honoring high academic achievement in women. Alyssa Oldham (soccer) and Kathleen Zakula (water polo) were honored with the Golden Eagle award recognizing both high academic achievement and excellence in athletics. Alexandra Platt sang at Commencement.

Finally, ten students presented Senior Honors Presentations to a welcoming audience of family and friends, and the entire communication department faculty, graduate students and staff.

**Senior Honors Theses Projects**

- **The Effects of Thin-Body Media Use on Body Image Self-Discrepancies**
  - Jordan Owashi

- **Communication in the Global Workplace: A two-part study of the managerial perspective**
  - Hilary Kay

- **Music: A tool for improving intergroup relations**
  - Elizabeth Tapia

- **Privacy in Families: Whole family secrets and consequences of revelation**
  - Alyssa Bressi

- **Why contribute when you can get the information for free? Users motivations to contribute to Wikipedia**
  - Audrey Abeyta

- **Attachment Theory, Family Size and Romantic Relationship Satisfaction**
  - Emily Blyth

- **The Effects of Physical Attractiveness and Talk-Turn Length on Sexual and Social Attraction**
  - Daniel Hartz

- **Cause Related Marketing: Effects of Familiarity and Positioning**
  - Christy Needles

- **The Effects of High Attention to Romantic Media Source and Behavior on the Development of Romantic Beliefs and Behaviors**
  - Molly Maher

- **Knowledge Transfer in Virtual Interactive Simulation**
  - Aaron Voit

**Lambda Pi Eta Lunches with Faculty and Graduate Students**

On Friday, May 18th members of Lambda Pi Eta (Communication Honor Society) hosted an end-of-the-year pot-luck luncheon on the balcony of the SS&MS. About 30 members of LPE and a dozen faculty members enjoyed a variety of items that spanned a 20-foot long table. The center pieces were peace lilies and faculty members were invited to take one at the end of the lunch. LPE member Christopher Baylon (Class of 2012) serenaded and played the guitar to the delight of everyone. Our students have so many talents!
New on Campus?
Jin Pak, Class of 2012
Welcome to UCSB! Part of settling in is learning the inside scoop on what’s hot on and around campus.

FREE Entertainment!
1. Soccer Games at Harder Stadium –
   • Soccer is a die-hard tradition for Gauchos.
   • The saying goes: there’s no harder stadium than Harder Stadium. Find out why!
2. Laughology –
   • UCSB’s stand-up comedy show features national headliners and local talent.
   • Bring a date!
   • Saturdays at 8pm—Embarcadero Hall
3. Free Movies from the Associated Students Board –
   • See recently released movies.
   • Tuesday evenings at 7:30 and 10:30 pm—IV Theater
   • Bring your UCSB Access card.
4. Concert at Lotte Lehmann Concert Hall –
   • Outstanding concerts all year long courtesy of the UCSB Music Department.
   • Come see everything from contemporary acts to the UCSB Gospel Choir.
   • Who’s playing this week? Check the Daily Nexus.
5. Campus Point –
   • One of the best parts of our campus. Located just beyond the Anacapa Dorms.
   • Watch the waves by day; stargaze at night—Bring a blanket!

Career Day 2012 Huge Success!
On Saturday, April 28th students, alumni, and faculty gathered in the HSSB courtyard for the 4th annual Communication Career Day. Thirty-two alumni presented in panels and many others attended to support the event and socialize with their fellow Gaucho classmates. Organizers counted more than 300 students attending panels ranging from entertainment to law and from finance to marketing. Next year’s Career Day will be on Saturday, April 27. Mark your calendars!

Five Great Eateries Beyond Isla Vista
1. Esau’s Café: 721 Chapala Street, Santa Barbara –
   • A beloved brunch spot! Offers a variety of breakfast and lunch favorites.
   • Perfect for those lazy weekend mornings.
   • Open til 3pm
2. Red Pepper: 282 Orange Avenue, Goleta–
   • A favorite for “authentic” tasting Chinese fare.
   • Known for delicious food, large portions and great service.
   • Not just a meat market—Check out their variety of sandwiches, burgers, and breakfast platters.
   • All sandwiches made to order using the freshest meat.
4. Backyard Bowls: 5668 Calle Real, Goleta –
   • Unprocessed real-food smoothies and nutritious menu items.
   • Famous for their Acai bowl.
5. Denny’s: 5677 Calle Real, Goleta –
   • Open 24 hours.
   • A prime location for all-nighters when Davidson library gets crowded.
   • Plenty of power outlets—bring your laptop and get to work!
Communication Alumnus Meets President Clinton

Tim Hymanson, Class of 2010

Working as an intern for Clinton Global Initiative (CGI), I had the pleasure of listening to former President Clinton speak candidly to our intern class about his life, commitment to public service, the state of our country, the role of the United States in the global economy, and how each of us needs to follow our passion to achieve the goals we set for ourselves. This was the perfect capstone to my internship experience with CGI and a talk I so desperately needed as I calculate my next career move.

While studying Communication at UCSB, I learned about the power of collaborative partnerships between NGOs and MNCs to leverage change and benefit the communities in which they work. As a CGI America Intern, I experienced firsthand the power of partnerships, as I helped to develop successful Commitments to Action ranging from wellness to clean electricity.

Commitments to Action are what drive the work at CGI. With over 2000 commitments made and 400 million people assisted in 180 countries, it is estimated that these commitments will be valued at $69.2 billion when fully funded and implemented.

My main focus at CGI was helping to prepare for the CGI America Meeting. This is an annual event focused on creating solutions that promote economic recovery in the United States, bringing together leaders from the business, nonprofit, NGO, and government sectors. In addition to CGI America, the Clinton Global Initiative hosts the Annual Meeting, which convenes global leaders to create and implement innovative solutions to the world’s most pressing issues and CGI University for undergraduate and graduate students who are developing commitments on a global and local level.

Alumni Profile: Michael Cooper (Class of 2010)

Jin Pak, Class of 2012

Michael Cooper is an assistant account executive at Access Communications in San Francisco. He believes that the communication major prepared him for the fast-paced environment of his current position.

Michael stressed the importance of internships in helping him land his job: “I would not be where I am right now and especially the position I’m at right now if it wasn’t for my internships.” During his junior year, Michael took part in a much sought-after internship in the marketing department at Universal Studios. He was offered a second internship during the following summer as a public relations intern with Fox Broadcasting Company. Networking and persistence helped Michael snag his current position at Access Communication, and he advises current communication majors to do the same. He suggests becoming involved in a wide range of clubs, activities, and organizations on campus, and having a LinkedIn account. Michael said going the extra mile is what makes you stand out from the crowd of applicants: “Persistence will not go unnoticed.”
3 Steps to the 3.0: How to Succeed in the Pre-majors
Audrey Abeyta, Class of 2012

The Communication Department’s high pre-major GPA requirement often strikes fear in the heart of aspiring majors. Although the 3.0 pre-major GPA requirement is the highest on campus, budding scholars need not fret. Professor Dolly Mullin and teaching assistant Stephanie Robbins share their top three tips for succeeding in the pre-major courses.

1. Take good notes. While it may be tempting to copy down only the information on the slides, Mullin warns against simple transcription. “It’s easy to copy and shut your brain off. Students should be attentive and take charge of what they’re learning.” Thorough notes include the information on the slides, but also the context in which it is presented and any relevant anecdotes or examples provided in lecture. “Stories are very powerful memory triggers that can help students recall and make sense of information later.”

2. Study smarter, not harder. Both Mullin and Robbins encourage students to use their studying time wisely. Flashcards, for example, are generally unhelpful because the lower division exams require application, not memorization. Instead, Robbins suggests that students create examples to illustrate theories or concepts. Mullin recommends talking through the material aloud. “When you talk out loud, you get a better sense of what you know. You can hear if you nail the material, but also if you’re stumbling.” Lastly, Robbins urges students to study throughout the quarter. She warns, “These are not the classes for cramming the night before the exam. As the quarter progresses, do the readings and visit office hours to clarify any confusing material.”

3. Know your strengths and weaknesses. When preparing for exams, Mullin urges students to trust their knowledge and not be intimidated by older students’ accounts of the exams. “Only listen to students who did well on the exams; the exams are only tricky if you don’t know the material,” she says. When looking at a multiple-choice question, students should evaluate each answer on its own merit and trust their judgment. After the midterm—regardless of performance—students should visit office hours to review their answers. With the help of their teaching assistant, they can identify any weaknesses and prepare better for the final exam. Throughout the quarter, students should utilize office hours and other campus resources, like CLAS study skills workshops and drop-in hours.

The Secret Lives of TAs
Nicole Easley, Class of 2012

Have you ever wondered about TAs? What is their role? Why are they here? In order to give undergraduate students a better idea of what goes on in the lives of teaching assistants (TAs) outside of lecture and discussion sections, I interviewed four graduate student TAs to ask them about their teaching roles and their reasons for entering graduate school in the UCSB Department of Communication.

First and foremost, every student in the Communication graduate program is on the track to receive a PhD, which takes 5 years for students who enter the program with a Bachelor’s Degree and 4 years for those who come in with a Master’s Degree.

Working as a teaching assistant is tied to their funding and they are required to assist with a class each quarter unless they work with a professor on research funded by a grant. Every student who is accepted into the program receives full funding which includes waived tuition, a monthly stipend, and student health insurance.

Q: Why did you decide to go to graduate school and what are your career goals?

Courtney: I wanted to pursue a career in Student Affairs and when I requested a letter of recommendation from a former professor, he agreed to write on my behalf, only under the condition that I also apply to at least one PhD program. I always knew I wanted to work with undergraduate students, so I applied, and here I am. I am now on a track to be a professor at a university, teaching and doing research.

Bernadette: Ultimately, I would like my career to focus on helping to create more opportunities for underrepresented groups in the academy and in the higher levels of business

(Secret Lives, Page 6)

The Teaching Assistants

Courtney Davis is a sixth year graduate student who graduated from the University of Southern California. She studies and researches Organizational Communication under the guidance of Professor Karen Myers. Courtney has assisted in teaching 14 courses in both upper division and lower division Communication.

Krista Martin came to UCSB after graduating from Skidmore College in upstate New York and is in her second year of PhD work, which first involves coursework to work toward a Master’s degree. The focus of her studies is Organizational Communication and her advisor is Professor Linda Putnam.

Bernadette Gaillard is an alumna who attended American University in Washington D.C. for her undergraduate education and wrote her dissertation on Organizational Communication under her advisors, Professors Dave Seibold and Karen Myers. She began working as assistant professor of Communication at Rutgers University this Fall. While at UCSB, Bernadette assisted with 9 classes in both upper and lower division Communication.

Fourth year Ethan Hartsell has attended UCSB for both his undergraduate and graduate education. His research focus is media and his advisor is Professor Miriam Metzger whom he also worked with as an undergraduate research assistant. Ethan has been a teaching assistant for four courses in the Communication department.
**Secret Lives** (cont’d from Page 5)

**Q: How does being in graduate school differ from being an undergraduate?**

**Courtney:** Being in graduate school is your job. People are here to work. Most undergraduates always knew they would go to college but grad school is a choice. It’s so much smaller and many grad students are much more purposeful in their work.

**Ethan:** I feel older and am much more detached from the undergraduate life than I was before. You also have a lot less free time so your skin gets a lot paler.

**Q: What made you choose UCSB as the place where you’ll receive a PhD?**

**Krista:** I wanted to work with Professor Putnam and enter an Organization Communication program with such a high caliber faculty. I’m from the East Coast and I was also ready for something new.

**Ethan:** I already had a friend base in Santa Barbara (from undergrad) so I didn’t have to start over. It’s a beautiful area and a lot closer to my parents than other schools I got into.

**Bernadette:** UCSB is one of the top programs in the nation and there were many professors who had interests similar to my own and had intriguing ideas about how to combine my undergrad business experience with communication.

**Q: How much of your time is devoted to being a student yourself? And to being a teaching assistant?**

**Ethan:** Most of your time is spent on schoolwork. About 20 hours is spent on TA work for the course and the rest of the time is spent during your personal school work.

**Krista:** It can depend on the class you’re TA’ing because you may have sections or you may have a lot of papers to grade for an upper division course.

**Q: What “behind the scenes” work is involved in being a TA?**

**Ethan:** I don’t think students realize how hard grading is because when we’re grading finals papers it’s during the same time that we have finals and papers due. It is impossible to give as much feedback as we would like to on papers.

**Courtney:** Grading. I know what it’s like to be graded so when you have 80 papers it is really hard to figure out how to grade consistently and well. There is administrative work that TAs are responsible for such as helping professors, usually with technology, guest lecturing, and sometimes writing exams. It’s also our job to be the liaison between students and faculty in a course. We have a good sense of how the students are responding to the professor and the course material.

**Q: Do you have any memorable experiences from being a TA?**

**Courtney:** My fondest memories are times spent talking about life with students. Mentorship and providing professional guidance were and still are passions of mine. Also, after writing a letter of recommendation it’s fun to see students get to where they wanted to go. I also really enjoy seeing students successfully move from the introductory courses to graduation.

**Ethan:** A memorable experience would probably just be my first day as a TA. I made a considerable effort to convince the students that it wasn’t my first day and that I wasn’t nervous. I also tried to dress really nice.

**Q: What’s toughest to deal with as a TA?**

**Ethan:** After grading, it’s hard to hand back assignments and tests to people who you know did poorly.

**Krista:** Allowing students to come to their own conclusions. Not guiding them to just giving them the “right answer”.

**Courtney:** I have difficulty when a student’s identity is tied to their grades such as, “I’m an A student and I got a B on this paper.” It is particularly difficult when effort is expected to be rewarded [with a good grade].

**Q: What would you like undergraduate students to know about being a graduate student and TA?**

**Courtney:** My advice for students would be to ask more questions—about life, courses, career options, or whatever. You don’t need a question related to a course to come talk to us.

**Bernadette:** For those who are interested in grad school, I think they should know being a graduate student/TA is our job—at least that’s how it is in this department. I get a lot of jokes from family and friends that I am the perpetual student and I need to get a “real job.” While it’s true that we are still in school, we make our living mostly from being a TA or RA (research assistant) and it is a real job. It’s hard to balance everything and I’ve lacked a social life at times during my time because of it, but it’s also very enjoyable when you are doing research you love and see yourself making a difference for students.

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**Course Evaluations Switch to Online System**

**Nicole Easley, Class of 2012**

Goodbye paper and pencil course evals! The system by which students evaluate their professors, ESCI (Evaluation System for Courses and Instruction), is going online. Students will no longer bubble in their evaluation forms on the last day of class; instead they will be required to complete an online form in the last two weeks of the quarter.

UC Santa Barbara is the latest of several UC campuses to adopt online evaluations, an efficient, environmentally friendly, and cost effective solution for the university. The new system will allow professors to receive student feedback and written comments quickly and in greater depth. It also will be easier and more efficient to evaluate Teaching Assistants (TAs), even those who did not lead discussion sections.
Graduate Student Profile: Richard Huskey
Jin Pak, Class of 2012

Richard Huskey, MA/PhD student in the Department of Communication, studies computer mediated communication under Professor Rene Weber. After earning a BS in Business Administration with an emphasis in Marketing and a minor in Economics, Richard spent 6 years working in corporate research for companies such as Nissan North America and The Walt Disney Company. From that, he discovered that he was passionate about research, but was not excited about the applied research he was already doing. Wanting to ask his own—and bigger—questions, Richard pursued graduate studies. He chose UCSB based on the department’s prestigious reputation, Dr. Weber’s research on video games, and the interdisciplinary research environment on campus. Richard states, “This department in general seems to have a collaborative, multidisciplinary approach to research, which I found exciting. Also, there are a lot of opportunities to collaborate with people in the psychology department.” Richard’s research interests involve multiplayer video games and virtual worlds in which many people interact. The core question he is exploring is “What makes games enjoyable?” His interest is sparked by the “mapping principle,” which is the idea that video games function as a virtual laboratory; behavior we observe in video games generalizes to our behavior in our everyday world. Though there is a stereotype that gamers are socially detached, Richard believes that video games can potentially bring people together. After earning his Masters and Doctorate, Richard plans to continue his research in the academic environment.

Graduate Student Profile: Stephanie Robbins’ Research Leads Into the Classroom
Audrey Abeyta, Class of 2012

To kick off a lecture in her special topics course, Relationships & New Media, graduate student Stephanie Robbins showed her students clips from Must Love Dogs and You’ve Got Mail, two popular romantic comedies. These light-hearted excerpts may have elicited eye rolls from the males in the room, but Robbins deftly used them to initiate a discussion about relationship formation – the afternoon’s lecture topic.

This past spring Robbins was one of two graduate teaching associates given the opportunity to design her own course. Reflecting her research interests, Robbins chose to focus the class on the growing role and influence of new media on interpersonal relationships. Relying on both media and interpersonal theories, students investigated important similarities and differences between face-to-face and mediated communication. Additionally, students used this theoretical knowledge to critique popular press discussions of new media.

“One of the things I really wanted to bring into this class was the idea of critiquing the popular press,” recalls Robbins. “So many articles are unmercifully, painfully, irritatingly wrong; I want to empower students to become good consumers of media.” Robbins’ interest in new media and its portrayal extends beyond the classroom and into her research projects. Her master’s thesis—entitled “Gr8 textpectations: An examination of the role of need for closure in parental anxiety”—explored the personality and relational traits which cause parents to experience anxiety when their children do not respond to phone calls or text messages. In the future, she hopes to provide parents with practical coping strategies.

Currently, Robbins is writing her doctoral dissertation on “vaguebooking”, or the posting of intentionally vague statuses that often prompt friends’ concern. “A lot of the research on this topic looks at how people choose to confide in others, but none of the research looks at how people feel when they receive that secret and didn’t want to.” In her dissertation, Robbins examines peoples’ reactions to these status updates and the factors that affect their responses.

Communication 116: Internet and Society
Audrey Abeyta, Class of 2012

Drs. Andrew Flanagin and Ron Rice alternate teaching COMM 116: Internet, Communication, and Contemporary Society. Both tailor COMM 116 to fit their unique backgrounds and they agree on what the course is not: a how-to class. In the class, students will not learn how to start a blog or build a website; rather, as stated in the UCSB General Catalog, they will apply “theories of interpersonal, group, organizational, and community communication to understanding the Internet and its social implications”.

Drs. Flanagin and Miriam Metzger initially collaborated to design the course. Discussing its inception, Dr. Flanagin recalls his frustration with Internet-related classes, “We looked around and were really unsatisfied with what was out there, all over the country. It was really boring.”

COMM 116, on the other hand, is anything but boring. Discussions of online relationship formation, collaboration, and credibility are illustrated by thought-provoking—and occasionally silly—examples. Professor Rice often plays short video clips to expand on a concept and Professor Flanagin has been known to search for clothing for pet parrots to prove that you truly can find anything online. Both professors are highly interactive during lecture, engaging students and enabling them to make sense of this constantly evolving medium.
While Professors Flanagin and Rice assign different reading materials (a reader and a textbook, respectively), both instructors hope that students will come to realize the Internet’s role in a historical context and in our society. “People get engaged in the surface interactions of the Internet,” explains Dr. Rice, “and they don’t understand anything about how it got there, what effects it has, how it’s constrained, how it’s relied on so many other things, or how it can be shaped to create a variety of positive and negative outcomes. I want students to see that the Internet is a small piece of a very large web.”

Expressing a similar sentiment, Professor Flanagin adds, “Every aspect of your life is touched by the Internet. Everything I talk about in the class—whether it’s interpersonal, organizational, or from a business or economics standpoint—has some practical application.” He adds, “It’s a great class that way: it has theoretical traction with practical application.”

Communication 133: Media and Children
Jin Pak, Class of 2012

Professor Rene Weber teaches Comm 133, Media & Children, at least once every year. Professor Weber draws on research to demonstrate how media content such as violence, the Internet, advertising and sex may be detrimental to—or assist in—child development. Professor Weber covers both positive and negative effects of media on children, illustrating how these issues have important implications for policy and society.

Central to the class is the series of “debate” assignments in which students argue one side of an issue, such as “video games are good for the youth” versus “video games are bad for the youth.” Students write a 5-page persuasive paper using scholarly research to support their stance. After that, they put their persuasive argument to the test in a debate moderated by Professor Weber. He believes that debates help students learn the complexity of the topics and the importance of arguing a stance using scientific evidence, not just opinion.

Staff Profile: Michelle Fredrich
Audrey Abeyta, Class of 2012

Upon entering Michelle Fredrich’s office, you will be greeted by pictures of the financial assistant’s smiling family. Although a happy wife, mother of three, and grandmother to two little girls, Michelle is more akin to a superhero leading a double life. Monday through Thursday, Michelle serves as the Financial Assistant for the Department of Communication. Put simply, she manages the department’s finances, working closely with Dr. Linda Putnam—the department chair—and N.J. Kittle—the department’s business officer. On a day-to-day basis, Michelle tracks start-up money for faculty members’ research projects, grants for graduate students and undergraduate honors students, and travel allowances for faculty and graduate students. She also plays a pivotal role in coordinating departmental events, such as the annual Communication Career Day.

When off the clock, Michelle dons the cape of Chief Financial Officer for her family’s construction company, which her husband started in 1991. Since its inception, the company has erected over sixty custom homes in Lompoc and the greater Santa Barbara area. Today, Michelle’s husband and son work together on home renovations. In addition to managing the company’s finances, Michelle plans special events with her church, like an Easter breakfast for 1,200 attendees.

Michelle’s event planning expertise stems from her five years as a wedding coordinator in Orange County, where she would sometimes host six receptions in a single day. “To be an event planner,” Michelle explains, “you have to be able to solve a crisis without getting upset or nervous, and be well organized. You must look at a table and immediately see what’s wrong with it. You have to stay one step ahead of everything.”

Michelle broke into event planning as a server and later hosted fundraising events for county officials in her home. For students interested in event planning, she advises, “You have to start out in the trenches: you just have to learn by getting into it. It’s not something you can learn in a book.”

In spite of her packed schedule, Michelle sometimes tucks her cape into a motorcycle jacket and jumps on the back of her husband’s Harley-Davidson. Since purchasing the motorcycle seven years ago, the duo has made several road trips, including a 2,000-mile trek to Telluride, Colorado. On sunny weekend afternoons, you can often find the couple cruising the Central Coast with friends.

On Monday mornings, however, Michelle hangs up her cape and happily returns to campus. “I love being at the university,” she says, smiling. “I love the energy of the students and the department. Everyone here has been really good to me.”
Soccer Heaven

UCSB may lack a football team, but the void is filled with the undying and well-placed pride in our soccer team. Head coach Tim Vom Steeg has led the UCSB men’s team to the 2006 national championship, two College Cup title-game appearances and several NCAA tournaments.

This year promises to be extra exciting with the addition of freshman Ema Boateng, who was ranked number 9 on the College Soccer News’ 2012 recruiting list. Boateng, a Ghana native, won the Gatorade National Boys Player of the Year award (2011-2012), and lead Carpinteria’s Cate School to an impressive undefeated record of 22-0-0 last season. With Boateng in the ranks, UCSB Soccer hopes for another run at the NCAA national championship.

Join the 10,000 or more fans that frequent games at Harder Stadium! The experience of being a Gaucho Loco is unforgettable: tortillas spin through the air with each Gaucho goal and fans synchronize their voices to the UCSB “Olé” chant. Attending a soccer game will leave you physically exhausted, but filled with Gaucho spirit.

2012 Senior Survey Results

In May 2012, 58 Communication students responded to the Senior Survey. Here is a summary of their responses.

Your gift makes a difference!

Your gift of $50 or more helps the department to meet all types of needs from classroom equipment and supplies to software for computer labs.

How your donation can help the department:

$100: Information about internships to post on the department website
$150: Sashes for Honors Students to wear at commencement
$200: Recognition for Communication graduates, such as symbols that make it easier to spot our graduates at commencement
$200: Special Career Development materials from National Communication Association
$300: Reception to honor Graduates following Commencement

Please visit the Department of Communication’s giving page at: http://www.comm.ucsb.edu/giving