

New Professors Join GSE&IS

by Shaena Engle

Three new professors join GSE&IS's Department of Education this fall. "It is with great pleasure that I welcome these bright, ambitious, and dedicated teachers and scholars to our faculty," said Dean Aimée Dorr. "I am looking forward to working with each of them and am delighted to have them join the GSE&IS community."

Rashmita Mistry comes to the Department of Education from the School of Behavioral and Organizational Sciences at Claremont Graduate University. She joins the department as an Assistant Professor in the Psychological Studies in Education division. Mistry was a National Institute of Child Health and Human Development



Rashmita Mistry

Postdoctoral Research Fellow at the Center for Developmental Science at the University of North Carolina at Chapel Hill from 1999 through 2002. Her research focuses on the area of poverty and social policies as they affect families and children's social adjustments. She has investigated the role that parents play in mitigating the adverse effects of economic disadvantage on children's development and has examined young children's perceptions of wealth and poverty as well as their reasoning about socioeconomic status and economic mobility.

Two of Mistry's current projects focus on the relations of income (earnings, earning supplements, and welfare) and employment characteristics to child and family functioning. Mistry is also involved in a project examining the extent to which human (education) and social (parents' mental health) capital presents barriers to low-income parents' ability to secure work outside the home and the effects of work-related characteristics on the family system and preschool children's cognitive and social adjustments. Mistry received her Ph.D. in Child Development and Family Relationships from the University of Texas at Austin.

Marjorie Faulstich Orellana began her career in education in 1984 as a bilingual



Marjorie Faulstich Orellana

classroom teacher in the Los Angeles Unified School District. Additionally, she served as a lecturer at UCLA, project coordinator at California State University Long Beach, and postgraduate researcher with the Institute for Human Development at the University of California, Berkeley. Prior to joining GSE&IS's Department of Education as an Associate Professor in the Urban Schooling division and an active participant in the Teacher Education Program, Orellana held a joint appointment as an Assistant Professor in the Learning Sciences and the Human Development and Social Policy Programs in the School of Education and Social

Dean's message

As I prepare this message at the beginning of September, it is brutally hot in Southern California. But the signs of fall are appearing. UCLA plays its first football game of the season this afternoon. The freeways are again jammed as children are bused to school and vacationers return to work. The squirrels outside my window are busy fattening up on acorns.



Aimée Dorr, Dean

In GSE&IS, everyone is gearing up for the new academic year that begins September 22. We are well positioned for another year of significant accomplishment and notable challenge.

Both the Department of Education and the Department of Information Studies are performing well in meeting the University's tri-partite mission of teaching, research, and service. UCLA's 8-year departmental reviews, which were completed last fall, resulted in high praise for the quality of the degree programs they offer and for their overall intellectual and professional accomplishments. In the spring, *U.S. News & World Report* ranked the Education program third in the nation and first among public universities. I am confident that the Information Studies program would also have been

highly ranked if the field were evaluated annually, which it is not.

One of GSE&IS's greatest assets is our faculty, who are talented teachers and creative scholars with fruitful connections in the professional communities to which their research and teaching relate. Several articles in this issue of *The Forum* highlight faculty interests and achievements. Anne Gilliland-Swetland, one of the leading digital archivists and preservation management specialists in the world, is this issue's featured faculty member. Three new faculty and four faculty promoted to tenure in the Department of Education are profiled, illustrating how very accomplished GSE&IS faculty are. As described in a third article, many GSE&IS faculty were active participants in the annual meetings of two of their major professional societies, the American Educational Research Association and the American Library Association.

This fall we welcome the largest group of new students ever. They are stellar recruits. Some promise to become the next generation of scholars, eventually taking positions in research and teaching institutions throughout the world. Many are committed to becoming professionals, most of whom will take positions in the libraries, archives, information organizations, K-12 schools, community colleges, and four-year colleges and universities in the greater Los Angeles area. In *The Forum's* continuing series on GSE&IS graduates, this issue features a principal and an assistant superintendent, both working in the Los Angeles Unified School District (LAUSD). We are proud to claim them as alumni of our Principal Leadership Institute and Educational Leadership Program respectively.

The largest of GSE&IS's professional programs is the Teacher Education Program (TEP), enrolling about 360 students annually. TEP is dedicated to preparing teachers who succeed in low-performing urban schools. It is remarkably successful. Last spring district superintendents were vying for the opportunity to recruit TEP students. Some hosted special events and came armed with contracts for students to sign! Also in spring, at an LAUSD-hosted gathering of leaders of teacher preparation programs, I learned that in the last year TEP had supplied more teachers to LAUSD than had any other program. This is especially noteworthy because UCLA is one of the smaller and more demanding teacher preparation programs in the greater Los Angeles basin.

As we begin another academic year, the well established quality of GSE&IS faculty, students, academic and professional programs, research, and service provides a solid basis for expecting a productive year. It will be a challenging year, because the University of California's budget has again been dramatically cut back. So far, GSE&IS has managed the budget reductions well, but what is ahead will sorely test us. We look to ourselves – and to our friends and supporters – to find the means so that this year, like the last several, will be one of significant accomplishment in all three areas of the University's mission. I am confident we can do it.

Dean.~

Seymour Lubetzky

by Shaena Engle

Seymour Lubetzky, a dedicated teacher at GSE&IS and a pioneer in the field of cataloging theory, died of heart failure in Los Angeles on April 5. He was 104.

Lubetzky, a professor emeritus, was most renowned for his prolific contributions to cataloging theory, his influence in the development of the “Paris Principles,” and the 1967 Anglo-American Cataloging Rules. Widely considered as the foremost cataloging theorist of the twentieth century, his contributions to the field of modern cataloging spanned a period of sixty years from 1939 to 1998.

Lubetzky was born in 1898 in Zelwa, Poland (then part of Russia and now in Belarus). He worked as a teacher before he immigrated to the United States in 1927. After a brief stay in Chicago, Lubetzky moved to Los Angeles and earned his B.A. (1931) from UCLA and an M.A. (1932) from UC Berkeley, majoring in literature and languages. Additionally, he earned a certificate in librarianship and a credential in teaching. In 1943, Lubetzky joined the Library of Congress as a cataloger. It was in this position that he made the distinction between information and its various expressions and revised the existing inefficient Anglo-American code of cataloging rules. His theory on code design soon spread worldwide and resulted in holding a leadership role at the 1961 International Conference on Cataloging Principles in Paris. The conference was fundamental in establishing a system whereby all countries catalog compatibly and exchanges of information are facilitated worldwide.



Professor Emeritus, Seymour Lubetzky

In 1960, Lubetzky left the Library of Congress and joined UCLA's newly formed School of Library Service (which later became the Graduate School of Library and Information Science and merged with the Graduate School of Education in 1994 to form the Graduate School of Education and Information Studies) as a teacher. After retiring in 1967, he continued to consult on cataloging problems and speak at national and international conferences. Three of his best-known works, *Cataloging Rules and Principles*, *Code of Cataloging Rules*, and *Principles of Cataloging* are widely used in library schools throughout the world and are still providing insights into the future of cataloging in the beginning of the twenty-first century.

In 1998, the Graduate School of Education and Information Studies (GSE&IS) sponsored a symposium to honor Lubetzky's 100th birthday and his contributions to the world of cataloging.

Lubetzky received many honors and awards during his career, including the Margaret Mann Citation (1955) for his analysis of cataloging practices; the Beta Phi Mu Award for Good Teaching (1964); a Doctor of Laws degree (UCLA, 1969); and the Melvil Dewey Award (1977) in recognition of his development of theory and practice relating to bibliography and cataloging. In 2002, he received the American Library Association's most prestigious award, Honorary Membership.

“Seymour Lubetzky's death is a great loss. He will be fondly remembered as one of the most beloved and important teachers and thinkers in cataloging theory of our century,” said GSE&IS Dean Aimée Dorr. She added, “His outstanding contributions were instrumental in creating the conceptual framework for the cataloging discipline as it exists today.”

Seymour Lubetzky established an endowed fund in the UCLA Department of Information Studies to support students with an interest in cataloging. Gifts to the Seymour Lubetzky Scholarship Fund #9240 are payable to the UCLA Foundation, and may be sent to GSE&IS Development Office, 2043 Moore Hall, Box 951521, Los Angeles, CA 90095-1521.~

GSE&IS Alumni Making a Difference

by Shaena Engle

In addition to preparing teachers to enter the nation's classrooms, GSE&IS is also dedicated to educating principals and other school professionals for leadership and management, especially when working with a diverse student body. Our graduates not only work at schools, they also examine systems of school finance and government, the organization and management of schools, the actions of school leaders and staff, and how the politics and resources of national, regional, and local communities can be used to promote better instruction in the classroom.

Alumna Ernesta Gandera, a first-year principal at Mountain View Elementary School in Tujunga, chose to attend the Department of Education's Principal Leadership Institute (PLI) because of its high ranking. The Department is currently the highest ranked education program in a public university (and third overall), based on the latest *US News & World Report* survey. "I chose PLI because I was impressed by UCLA's prestige," said Gandera.

Gandera oversees about 500 students and 50 staff, as well as the school's academic program. Her responsibilities include evaluating the teaching staff, running the day-to-day operations of the school, maintaining a safe school plan, working with parents to maintain high academic standards for students, and ensuring that all students receive a high quality education.

In addition to its ranking, Gandera chose GSE&IS because of the PLI philosophy. "PLI maintains high expectations for its

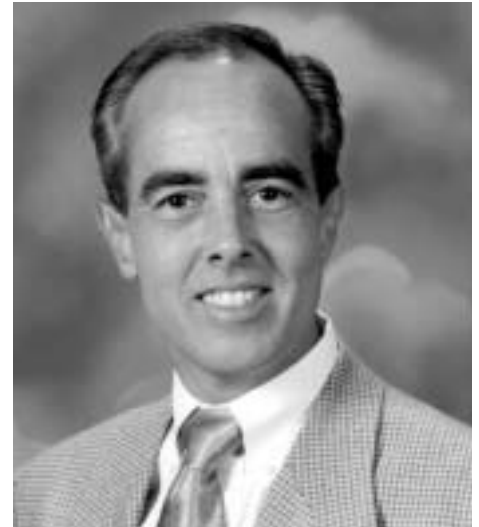
graduates. We are required to serve four years as an administrator in a California school," said Gandera. She added, "From the first day, the program focused on the big picture of being leaders in our schools instead of just teaching us how to decipher district memos and handling only the daily operations of our schools."

Additionally, Gandera found a strong support system in her fellow classmates. "The most important thing PLI did for me was introduce me to my cohort members. We keep in touch and have developed a solid support group. I know I have incredibly smart, dedicated people to turn to when I need advice," she said.

Another added benefit was the level of instruction combined with the sense of personal attention. "Professors knew us all by name and took the time to get to know us. I appreciated the fact that our leadership and management courses were taught by professors from the business school and our legal class was taught by a law school professor. That is definitely not something that happens at other M.Ed. programs," said Gandera.

Gandera's future plans include continuing her career as a principal for the next few years before moving on to another District position. "I didn't come into the PLI program with the goal of becoming a principal but by the time I left, I knew that was a role that not only could I handle, but that I would enjoy. I hope to return to GSE&IS to obtain my doctorate."

Alumnus Jim Morris serves as the Assistant Superintendent of Elementary Instruction for the Los Angeles Unified School



Jim Morris

District (LAUSD). After working in LAUSD for over twenty years, Morris decided that he wanted to grow professionally. He relinquished his job as an elementary school principal and simultaneously began a new position in the central LAUSD office and entered the Educational Leadership Program (ELP) in the Department of Education.

"I was looking for a program that provided rigorous instruction and content as well as support to ensure that the candidates who enter are successful. After looking at all of the available programs, I decided that the ELP program had the most to offer in both of these areas," said Morris.

In his current position, Morris oversees several of the District's major instructional initiatives and programs, including the Reading First Grant (a 47 million dollar per year grant to provide professional

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Convention Update

by Shaena Engle

Participating in meetings of their scholarly and professional associations is an important part of the lives of GSE&IS faculty and graduate students. In spring 2003, they joined in two of the biggest meetings, that of the American Educational Research Association and that of the American Library Association.

At both the federal and local levels, accountability in education is one of the most prominent issues today. Education scholars examined accountability issues at this year's American Educational Research Association's (AERA) 84th Annual Conference. AERA is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results. It is the most prominent international professional organization with the primary goal of advancing educational research and its practical application.

Most Education faculty attended AERA's Conference on April 21 – 25 in Chicago. Over 50 GSE&IS faculty, research staff, and students presented papers, participated in panels, or led symposia relating to the convention theme of "Accountability for Educational Quality: Shared Responsibility." On April 22nd, Dean Aimée Dorr and GSE&IS's National Center for Research on Evaluation, Standards, and Student Testing (CRESST) hosted a reception to which 500 educators, policy makers, deans, administrators, researchers, alumni, and current graduate students were invited.

Privacy and confidentiality in libraries and the impact of current political and economic conditions on library funding and salaries were the themes of this year's American Library Association's (ALA) 121st Annual Conference. ALA is the oldest and largest library association in the world. Its mission is to provide leadership for the development, promotion, and

improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

Over 17,500 librarians, library support staff, exhibitors, educators, writers, and publishers attended the ALA Conference on June 19 – 24 in Toronto. The Center for the Book and Department of Information Studies shared the GSE&IS booth. In addition to providing information at our booth, GSE&IS hosted a reception for students, alumni, and friends on June 23. Over 100 professors, archivists, librarians, deans, and alumni were invited to network and discuss current information studies topics. Dean Aimée Dorr and Information Studies Chair Virginia Walter hosted the event.~

Alumni, Continued from Page 4

development and technical assistance for 7,000 teachers and administrators at LAUSD's lowest performing schools).

"The ELP program prepared me for my current position because the courses offered a strong foundation for understanding and thinking about education as both an institution and as a system. The material and discussions in my classes provided me with many opportunities to think about promoting systemic and continuous improvement, across a large and complex school district," said Morris.

While attending ELP, Morris completed a dissertation examining the professional development needs of teachers and elementary literacy coaches involved in implementing LAUSD's adopted reading program, Open Court Reading. His study served as the roadmap for developing a long-term professional development plan for the 390 elementary literacy coaches who work in LAUSD. "One of the major findings of my study was that coaches needed both deep content knowledge of how children learn to read and a clear understanding of the role they play in systemic reform. In order to navigate this

complex system and promote systemic reform and continuous instructional improvement, coaches need to understand their role in the system. Based on my study, we have moved away from providing coaches only with professional development about reading instruction and have included a systemic change component," said Morris.

Prior to Morris' ELP experience, all of his background was at the elementary school level. "The ELP program was very

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Policy at Northwestern University. Her research interests focus on sociocultural approaches to the study of language, literacy, learning, and identity construction, and Latino immigrant children's experiences in urban school communities. Her postdoctoral research included an ethnographic study of children's daily life experiences in an immigrant area in Los Angeles, in the same community in which she had served as a bilingual teacher.

Orellana's current research project, "Latino Children as Family Translators: Links to Literacy," examines the work that children of immigrants do as translators for their families and the ways in which those skills can be leveraged for literacy learning in schools. Orellana received her Ph.D. in Education from the University of Southern California.

Jeffrey Wood recently received his Ph.D. from the Department of Psychology at UCLA and joins the Department of Education as an Assistant Professor in the Psychological Studies in Education division. His research focuses on the effects of excessive, unrealistic anxiety on children's adaptation to the school environment. For his dissertation, Wood compared two types of interventions for child anxiety problems. He developed a new intervention focusing on the family and school settings of anxious children. Using the controlled experiment method, Wood's "environmental" intervention was compared to a traditional, individually focused

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Four Faculty Awarded Tenure

by Shaena Engle

Effective July 1, 2003, four Assistant Professors in the Department of Education were promoted to the rank of Associate Professor. This promotion also conveys tenure, an acknowledgement by the University of their solid achievements as scholars, educators, and professionals.

Alison Bailey's research includes the areas of language and cognitive development, acquisition of literacy, bilingualism, and atypical language development. Her research on how children develop socially, linguistically, and cognitively is being used to help form a framework that states can draw upon to judge commercial assessments and create tests for English language learners that meet the new legal requirements of the No Child Left Behind Act.

Mitchell Chang's research focuses on racial diversity issues in higher education. Recent research projects have included studies focusing on institutional and

collective benefits resulting from attending racially diverse institutions of higher learning and testing the educational efficacy of racial diversity.

Heinrich Mintrop's research interests include educational policy, school accountability and improvement, and cross-national studies. Recent research includes exploring the tension between student achievement and citizenship, accountability, and democratization. Mintrop is an active participant in the Principal Leadership Institute.

Jennifer Obidah's areas of research include the social and cultural context of urban schooling focusing on issues of violence, multicultural education, racial and cultural differences between teachers and students, teachers as critical pedagogists, and teacher preparation. Obidah is an active participant in the Teacher Education Program. ~



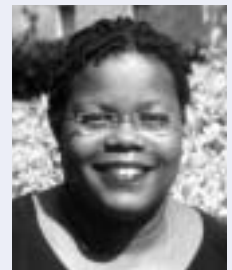
Alison Bailey



Mitchell Chang



Heinrich Mintrop



Jennifer Obidah

Anne Gilliland-Swetland: Preserving the Past Through Technology

by Shaena Engle

The late English historian and essayist Thomas Carlyle once said, “All that mankind has done, thought, gained or been: it is lying in magic preservation in the pages of books.” Today, Carlyle’s statement is not accurate. Most of our knowledge, and our search for it, is no longer found in books but in the memories of computers. As in the past with paper records, electronic information and documents must be stored and retained correctly. Any system can store data, but can it be retrieved when required? Will the data be authentic and reliable? Why and how should preservation take place? Associate Professor Anne Gilliland-Swetland has spent two decades addressing these challenges, and others, relating to digital archives and preservation management.

“My teaching and research are fairly unusual,” admits Gilliland-Swetland. “They lie in the area where technology and archival studies intersect. I feel very much at home at UCLA because we are one of the few universities that merge the two disciplines together.” Her field of study is unique. Gilliland-Swetland is one of two professors in the country who specialize in electronic records management and preservation. Ironically, the demand for accurately preserving and archiving computerized information continues to rapidly increase in all disciplines. A large majority of Gilliland-Swetland’s work is done in the government and biocomputing sectors. In America, the Federal Drug Administration recently changed their requirements for submissions for approval. All applications

and records must be submitted electronically. Currently a good system for record keeping does not exist and consequently pharmaceutical companies are investing large amounts of time and funds toward creating a system to house accurate data.

Constructing new systems of reliable electronic record keeping and ensuring that records are secure and trustworthy is one of the objectives of the International Research on Permanent Authentic Records in Electronic Systems (InterPARES) project. Gilliland-Swetland serves as Co-Director of the American InterPARES team. “Everything we used to do on paper is now done electronically. This includes unique records that we need to rely upon for long periods of time, such as property deeds, birth certificates, medical records, and student transcripts,” said Gilliland-Swetland. “Modern electronic records, tied to ever-changing technologies, are disappearing as quickly as the technologies become obsolete,” she added. Additionally, electronic records are vulnerable to accidental or deliberate changes, compromising the authenticity of the data.

InterPARES is made up of a group of experts in archival and computer science, preservation, and law drawn from national archives and academic, cultural and corporate institutions in North America, Europe, Australia and Asia. The first phase of InterPARES began in 1999 and was concluded in 2001. It focused on the preservation of the authenticity of records that are no longer needed by the creating

body to fulfill its own mission or purposes. InterPARES 1 produced conceptual requirements for authenticity, models of the processes of selection and preservation of authentic electronic records, and a glossary.

In the project’s second phase, InterPARES 2, Gilliland-Swetland will oversee and team with over twenty academic researchers throughout the country to address the problems involved in creating, maintaining, and preserving authentic electronic records created in newer systems. In addition to an expanded examination of long-term authenticity issues, InterPARES 2 is addressing issues relating to the reliability and accuracy of electronic records across the records’ entire life cycle, from creation to permanent preservation.

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Associate Professor Anne Gilliland-Swetland

GSE&IS 2003 Commencement

by Shaena Engle

GSE&IS's 2003 Commencement ceremony was a great time of celebration for graduates, their family and friends, and the entire school community. The graduation program was held at UCLA's Wilson Plaza.

Dean Aimée Dorr began the ceremony by welcoming everyone in attendance. In her opening speech Dorr referenced philosophers Bertrand Russell and Mark Kingwell and noted reviewer Todd Gitlin as she discussed the origin for true and lasting happiness. "According to Kingwell, the basis for true happiness is rational satisfaction with one's character and actions... a form of self assessing cognition, a passing of positive judgement on oneself and one's projects," quoted Dorr. "I wish you true happiness as you use what you have learned here in your future work in information studies and education," she added.

After her short introductory speech, Dorr introduced two student speakers chosen by their fellow students. Chisa Uyeki from Information Studies and Daniel Battey from Education gave moving speeches. Uyeki stressed the importance of becoming an active participant in society, quoting the 60's slogan her father kept at his desk, "If you are not part of the solution, you are part of the problem." Battey emphasized the importance of having a strong, positive sense of self, and asked graduates to be mindful how their actions would affect the self image of those with whom they worked, especially students. After the student speeches, Dorr introduced keynote speaker Shirley Brice Heath, Margery Bailey Professor of English and

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Dean Aimée Dorr and Shirley Brice Heath



GSE&IS graduates



Education Department Chair Professor Daniel Solorzano, Associate Professor Mike Seltzer, Associate Professor Yasmin Kafai, and Assistant Professor Noel Enyedy

Anne Gilliland-Swetland, Continued from Page 7

Gilliland-Swetland is also heading up the Center for Information as Evidence, a new forum serving as an interdisciplinary center for research and advocacy as they relate to information objects and information systems when they are created, used, or preserved as legal, administrative, documentary, technological, procedural, scientific, cultural, political or historical evidence. "We are interested in objects that have some information value but also carry characteristics that they are evidence of a culture," said Gilliland-Swetland. "We want to set up a rubric where different faculty can affiliate from around the campus. A professor from one area might be thinking about doing a project but they need a collaborator. The Center can provide a networking community," she added.

Additionally, the Center will sponsor lectures and forums and issue a watchdog report on world record keeping. Seven graduate student researchers (GSR's) are employed at the Center, which is scheduled to officially open in fall 2003.

Gilliland-Swetland dedicates a portion of her time to education, as well as her archival research projects. She is working on designing curricula modules for use by educational programs and professional organizations interested in developing electronic records management and digital preservation. "The curricula modules can be used at different universities, free of charge, in a variety of subjects. By fall 2003, faculty from any university will be able to download, customize, and integrate them into their courses," said Gilliland-Swetland. The two-year project,

funded by the National Historical Publications and Records Commission, provides three case scenarios in the fields of academia (student record-keeping), business (stockbroking and email), and government (a local government health database).

Dr. Gilliland-Swetland holds a Masters degree in English from Trinity College Dublin, and a Masters and post-masters Certificate from the University of Illinois at Urbana-Champaign and a Ph.D. from the University of Michigan Information and Library Studies. She is the author of numerous publications and articles and is a fellow of the Society of American Archivists.~

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Dramatic Literature at Stanford University. Professor Heath spoke of the importance of finding and following one's own path, and of the necessity for mentorship, especially in economically disadvantaged communities. She encouraged all graduates to make time to share their knowledge and experience to inspire others.

The School awarded 293 master's degrees, including the Master of Education, Master of Arts in Education, and Master of Library and Information Science. Fifty-five graduates received doctoral degrees, including the Doctor of Education and Doctor of Philosophy in Education or in Information Studies. The 143 undergraduate students who participated in the Education Studies Minor were also recognized.~

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rewarding because it allowed me to gain an in-depth understanding of public and non-public education across the kindergarten to university spectrum," he said.

Morris believes that for future academic growth it is imperative that educators understand the District's systemic change initiative. "The greatest challenge that our District faces in improving elementary instruction is in understanding that the key to improved achievement is in the hands of our site-based administrators and teachers. They hold the keys to the doors of 12,000 classrooms throughout

Los Angeles and by staying focused on providing teachers with quality materials, focused professional development, and data to drive instruction and professional development, we can continue to see improved achievement for all students."~

New AlumNET Network Keeps Alumni Connected

by Shaena Engle

GSE&IS has developed AlumNET, a new alumni network available to recent GSE&IS and Seeds University Elementary School (UES) graduates. The AlumNET website is a resource for engaging with old friends and future colleagues and catching up on class news and school activities. The site, created using a gift from the Lawrence Foundation, includes a searchable alumni directory, web mailboxes with forwarding, links to alumni events, a job board to find or post a job listing, and GSE&IS news. Each 2003 GSE&IS and UES graduate is automatically assigned an account and every future graduating class will also have accounts created.

“The AlumNET is a great addition to our communications system,” said Dean Aimée Dorr. “GSE&IS alumni who participate will be alerted to upcoming events and news on a quarterly basis, as well as receive targeted information specific to their graduating class and degree.” UES graduates will be able to keep track of each other as they continue into middle school and beyond. In order to minimize unwanted email, messages will only be sent out by GSE&IS.~



If you graduated from GSE&IS in 1997 or later, you can access AlumNET’s resources and services by going to <http://alumni.gseis.ucla.edu>. Proceed to the AlumNET home page. To activate your account, click “Activate Your Account” and type in your UCLA Bruin ID number and your advisor’s last name. Then click “Activate Account.” After all information has been entered, click on the login button to get to the main user page of AlumNET.

Once registered, alumni can update directory information through the “My Info” button. Alumni can also forward mail from their AlumNET account to their current email address by filling out the forwarding email address. If you have forgotten any of the required information to log in correctly, contact the Office of Student Services at 310-825-8326 or via email at info@gseis.ucla.edu.~

In Brief

FACULTY HONORS AND ACHIEVEMENTS

Information Studies Professor **Marcia Bates** received a grant from the Academy of Finland to spend her fall 2003 sabbatical in the Department of Information Studies at the University of Tampere in Finland. She will work with faculty and researchers there on questions regarding information-seeking behavior.

Education Professor **James Bruno** received the Department of Education's Distinguished Teaching Award for 2002-2003.

Education Professor **Frederick Erickson** was awarded the 2003 Harold and Lois Haytin Award. Professor Erickson received the award in collaboration with three Seeds UES kindergarten-first grade teachers, **Doris Levy**, **Alejandra Santini**, and **Lisa Rosenthal Schaeffer**, and CONNECT Assistant Director **Susan Jurow**. Erickson and his collaborators were selected for their work preparing an interactive multimedia tool that investigates the "how" of teaching and learning in long-term projects in which a curriculum focus on science integrates diverse subject matters.

Education Professor **John Hawkins** delivered the keynote address, "New Trends in Higher Education Governance," for the 47th annual meeting of the Comparative and International Society of Japan in Tokyo on June 28, 2003. The address will be published in both Japanese and English by Tamagawa University Press.

Education Professor **Douglas Kellner** was appointed the 2003-04 Fellow for the Sudikoff Family Institute for Education & New Media, which serves to create a public

forum for the research and work of a single GSE&IS faculty member each year.

Education Associate Adjunct Professor **Linda Rose** presented "Problem Based Learning and Team Work," a workshop held at the Gaspar De Portola Catalonian Studies Exchange Program at the School of Education at the University of Barcelona in June 2003.

Education Associate Professor-in-Residence **Linda Sax** was the keynote speaker at the Summer Institute on First-Year Assessment on July 21, 2003 in Asheville, North Carolina.

Education Professor **Carlos Alberto Torres** was a keynote speaker in July 2003 at the launch of UERJ, an affirmative action program for African Brazilians at the University of the State of Rio de Janeiro in Brazil. He also presented a lecture at the Center for Hiper Media Education in Latin America and at the creation of the Paulo Freire Institute in Buenos Aires, Argentina.

FACULTY PUBLICATIONS

Education Assistant Professor **Noel Enyedy** authored "Knowledge Construction and Collective Practice: At the Intersection of Learning, Talk, and Social Configurations in a Computer-Mediated Mathematics Classroom," in the *Journal of the Learning Sciences*.

Education Associate Professor-in-Residence Linda Sax published "An Emerging Generation of College Students," in *About Campus* and co-authored with Education student Alyssa Bryand and Education

alumna Shannon Gilmartin, "Assessing Response Rates and Nonresponse Bias in Web and Paper Surveys," in *Research in Higher Education*.

Education Professor **Carlos Alberto Torres'** book, *Education, Democracy, and Multiculturalism*, has been published by CREC in Xativa, Spain. The Chinese translation was published in September by National Taiwan Normal University in Taipei, Taiwan.

STUDENT ACHIEVEMENTS

Education Graduate Students **Carrie B. Kisker** and **Charles Outcalt** co-authored "The Nexus of Access and Curriculum: Analyzing the Teaching of Remedial and Honors Courses in Community Colleges," to be presented at the Association for the Study of Higher Education Conference in November 2003.~

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Jeffrey Wood

intervention approach in a randomized controlled study. Intervention effects on children’s anxiety, parent-child interactions, and school performance were evaluated. The environmental intervention was associated with superior outcomes in most domains, and treatment effects were partially mediated by improvement in parent-child interactions. Wood obtained two National Institute of Mental Health grants to fund his dissertation research.

Additionally, Wood has conducted research on children’s adaptation to preschool. He found that degrees of early mother-child attachment security predicted child behavior problems in the preschool setting, as well as eventual

peer rejection by preschool peers. His study will be published in the British Journal of Developmental Psychology in fall 2003. Wood is currently developing research to screen entire school populations for anxiety problems and to offer a school-based, video-guided group intervention program to identified children in order to improve their adaptation to school and prevent academic failure or referral for special education services.

“All three new faculty,” said Dean Dorr, “are exceptional people joining an outstanding team of researchers and teachers.”

FORUM
GSE&IS

UCLA Graduate School
of Education &
Information Studies
2320 Moore Hall
Box 951521
Los Angeles
California 90095-1521
Address Correction Requested

GSE&IS FORUM
Aimée Dorr, Dean
Shaena Engle, Editor/Writer
310.825.8308
www.gseis.ucla.edu

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