

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

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.

Continued on Page 9, as Anne Gilliland-Swetland



Associate Professor Anne Gilliland-Swetland

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.~

GSE&IS 2003 Commencement, continued from Page 8

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.~

Alumni, Continued from Page 5

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 Professors, Continued from Page 6



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.”

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