

New Professors Join GSE&IS

by Shaena Engle

Four new professors join GSE&IS this fall. "I am very proud to welcome these talented and accomplished new teachers and scholars to our faculty," said Dean Aimée Dorr. The Education and Information Studies Departments will each gain two new faculty members.

Assistant Professor Ramesh Srinivasan comes to the Department of Information Studies after completing his dissertation at Harvard University's Graduate School of Design. Srinivasan has worked throughout the world as a designer of digital media communications systems and electronic archives with members of communities in the United States, India, Australia, and Somalia. His research is focused on the study of information architectures and how they can be articulated by different communities and institutions (such as libraries, museums, and schools).

His dissertation project, *Tribal Peace*, merged ethnography with media production in the design of a space that connects the stories and contributions of Native American populations of San Diego county. Prior to joining GSE&IS, Srinivasan was a lecturer at UC San Diego and taught a variety of information systems production and theory courses at Harvard and MIT. He holds a MA degree from Harvard University, a MS degree from the MIT Media Laboratory, and a BS from Stanford University.

Another new faculty member joining the Department of Information Studies is Assistant Professor Ethelene Whitmire. She has been an Assistant Professor at the University of Wisconsin-Madison's School of Library and Information Studies.



Left:
Assistant Professor
Ramesh Srinivasan



Right:
Assistant Professor
Ethelene Whitmire

Whitmire's research focuses on the information seeking behavior and library experiences of undergraduates. In September 2004, she came to GSE&IS via a Visiting Scholar Fellowship from the Ford Foundation to conduct an ethnographic study of a public library branch serving a predominantly African-American and Latino population. Under the mentorship of Education Professor Daniel Solorzano, the project's findings will be released in 2006. "I have degrees in both information studies and education, which I think is the perfect combination as a faculty member at GSE&IS," said Whitmire.

In 2004, Whitmire published "The Campus Racial Climate and Undergraduates' Perceptions of the Academic Library," in *portal: Libraries and the Academy*. The study explored library experiences of students of color as a user group and investigated the relationship between the campus racial climate and how students perceived academic libraries on the University of Wisconsin-Madison campus. Whitmire observed and interviewed 851 white and 252 students of color attending the midwestern,

predominantly white institution. The results indicated that race-related aspects of the campus environment were correlated to the perception of the academic libraries for white undergraduates but not for students of color.

Whitmire also published "The Relationship Between Undergraduates' Epistemological Beliefs, Reflective Judgment, and their Information-Seeking Behavior," in *Information Processing and Management*. For the study, 15 first-year undergraduates were interviewed about their information-seeking behavior and filled out a questionnaire measuring their epistemological beliefs and searched the web using tasks that assessed their reflective judgment level. The analysis included examining the relationship between the students' epistemological beliefs and reflective judgment and how they searched for information in these digital environments. The results indicated that there was a relationship between epistemological beliefs and reflective judgment and information-seeking behavior. Undergraduates at higher stages of

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Left:
Assistant Professor
Ernest Morrell



Right:
Assistant Professor
José Luis Santos

Dean's Message

The new academic year is just beginning. We enter it buoyed up by a remarkable spring.

I left UCLA for about a month in early spring to serve as a visiting professor at Beijing Normal University. My husband and I resided on campus and lived the local life. At the dean's request, I delivered a series of six 2- and 3-hour lectures on quantitative research methods and then four more on educational technology. A wide range of undergraduate and graduate students and faculty packed the lecture halls, asking provocative questions and proving themselves to be very active learners. In different ways and areas, I learned as much as they did. I also spent time with the university president and several deans, assessing the state of education and education research in China and the United States.

I returned more keenly aware of GSE&IS's strengths and the ways in which we influence local, national, and international communities.

Immediately on my return, the faculty recruitment season was at its height. I joined the department chairs, faculty, and students in the effort. The result was the four new assistant professors, two in information studies and two in education, whom you meet in this issue of *The Forum*. They are all already quite accomplished and they are full of promise.

I joined over 100 GSE&IS faculty and students who attended, presented papers, and served on panels at the April American Educational Research Association's (AERA) convention in Montreal. During the convention, it was announced that GSE&IS Education Professor Eva Baker had been elected the new AERA president-elect for 2005-06 and president for 2006-07. Education Professor Frederick Erickson presented the Outstanding Book Award for the recently released *Talk and Social Theory: Ecologies of Speaking and Listening in Everyday Life*. One of our doctoral students, Valerie Chrisman, won first place in the thesis/dissertation category for her

dissertation, "Sustaining Improved Student Test Scores in Formerly Low Performing Schools." Two alumni were presented awards: Amanda L. Datnow, now at USC, won the Early Career Award and Keven G. Welner, now at the University of Colorado School of Education, won the Palmer Johnson Memorial Award for Outstanding Research Article.

In addition to AERA honors, faculty were recognized for their achievements by a variety of other organizations. Education Professor Mike Rose won the campus-wide Distinguished Teaching Award, Education Assistant Professor Noel Enyedy was awarded the National Academy of Education/Spencer Postdoctoral Fellowship Award, and Information Studies Associate Professor Clara Chu was named one of *Library Journal's* fifty "movers and shakers." Additionally, Information Studies Professor Marcia Bates won the Association for Library and Information Science Education (ALISE) award for Professional Contribution to the Field.

In June, I joined Information Studies faculty, alumni, and students at the American Library Association's (ALA) annual conference in Chicago. Alumna Dorothy McGarry received the Margaret Mann citation from the Association for Library Collections and Technical Services, a division of ALA. She donated the \$2,000 award to the Seymour Lubetzky fellowship fund. Our reception, which is becoming a Monday evening tradition, was very well attended. It provided a warm opportunity for current and former students and faculty and many friends to catch up with each other, share advice and perspective, and organize.

Throughout the spring GSE&IS was seen in the media in a variety of outlets. With respect to education, *U.S. News & World Report* ranked GSE&IS the number one program in a public university (number two overall, following Harvard) in its 2005 survey. The front page of the *Los Angeles Times'* California section featured Education Professor Carollee Howes' and the Center for Improving Child Care Quality's outstanding work evaluating local



Aimée Dorr, Dean

preschools for the Los Angeles Universal Preschool program. Also, *Time* magazine featured an article on recent findings on bullying in schools from GSE&IS post-doctoral scholar Adrienne Nishina. The story was also picked up by several other news media. Nishina is working with Professor and Education Department Chair Sandra Graham who has an extensive program of research on bullying and a distinguished reputation in the field.

Yes, spring 2005 brought to GSE&IS much of which to be proud. The pleasure is now a muted melody as we engage fully in the 2005-06 academic year, building on what is past and innovating for the future.

Dean *

LISAA's Spring Dinner

by Michelle Jacobson

The trend of record-breaking attendance at LISAA events continued with a sold-out Library & Information Science Alumni Association Annual Spring Dinner. This year over 70 alumni, faculty, and friends of the department hosted 35 graduating students of the Class of 2005 to a Mexican buffet at the UCLA Faculty Center. LISAA honored Cindy Mediavilla, MLS '70, PhD '00, with the 2005 Distinguished Alumni Award, given to a graduate of the UCLA Department of Information Studies in recognition of significant contributions to the department, or to the library or information professions. Classmate Sarah Watstein, '70, who is currently the UCLA Associate University Librarian, presented the award to Dr. Mediavilla. LISAA acknowledged Jamie Hazlitt, Class of 2005, this year's recipient of the LISAA Fellowship. [See sidebar – *The Karmiole*



Information Studies Professor Virginia Walter, Dean Aimée Dorr, Susan Hildreth, Cindy Mediavilla, and Sarah Watstein

Challenge – for more on the LISAA Fellowship.] Keynote speaker Susan Hildreth, State Librarian of California, shared the philosophy guiding her non-traditional career path, and her vision of a virtual “Library of California” providing

seamless access to patrons through online resource sharing. An open board meeting followed the dinner and was attended by several recent alumni interested in getting more involved with LISAA. *

The Karmiole Challenge—An Opportunity to Lead

Kenneth Karmiole, MLS '71 and proprietor of Kenneth Karmiole, Bookseller, Inc., has pledged a gift of up to \$40,000 to the Library & Information Science Alumni Association Fellowship (LISAA) Fund, as a match to gifts received by December 31, 2005.

Successful completion of the Karmiole Challenge would bring the LISAA fund total to \$100,000, the established level for endowed fellowship funds in GSE&IS, and would increase the annual fellowship from \$1,000 to \$5,000.

With graduate student fees for 2005-06 of \$8,556, Ken Karmiole's challenge is as timely as it is generous.

Gifts are payable to The UCLA Foundation, Fund #9236, and may be sent to the GSE&IS Development Office. You are encouraged to give generously before December 31, 2005, while your gift will be doubled by Kenneth Karmiole's philanthropy. For information, or to inquire about establishing a named fellowship, please call the Development Office at 310/206-0375.

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Alumni Making a Difference

by Shaena Engle

Alumna Na'ilah Suad Nasir originally planned on a career as an elementary teacher. After graduating UC Berkeley with a BA in Social Welfare and Psychology, she taught in an Inglewood elementary school for one year. "At that time I thought teaching mattered more to the world and I wasn't sure that I wanted an academic career," said Nasir. She found teaching more demanding than she expected and missed doing research and writing.

Nasir realized she wanted to focus on work aimed at creating a more just society and educational system and enrolled in the PhD program specializing in Psychological Studies in Education at GSE&IS. While finishing her dissertation, she taught at Contra Costa College and Sacramento State University. In 2000, she joined the education faculty at Stanford University as an assistant professor.

"At GSE&IS, I encountered top-rate mentorship on multiple levels both in terms of research and managing an academic career," said Nasir. "I met scholars who were doing what I wanted to do, making headway on important theoretical issues and contributing work that is valuable to the world."

Nasir's research interests center on exploring the relationships between learning, development, and culture, particularly in relation to youth in urban communities.

While finishing her PhD, Nasir completed, "Points Ain't Everything: Emergent Goals and Average Percent Understandings in the Play of Basketball Among African American Students." The study, published in *Anthropology and Education Quarterly*, examined the relation between the in-school and out-of-school mathematics learning of African-American children in urban schools. Additionally, the study described the cognitive strategies that some children employ in out-of-school practices like basketball as well as how identities as "doers" and "learners" get formed in these practices. "This line of research has

implications for thinking about the relation between culture and learning and historical patterns of school failure among many minority students," said Nasir.

The study examined the shifting nature of the cultural practice of basketball as players moved from middle school to high school play. In addition to engaging in the physical play of basketball, the participants also calculated their own and other players' statistics. Thirty-four middle and high school African-American basketball players were observed and interviewed as they participated in the practice of basketball. "The results showed that the practice of basketball differs at the middle school level and the high school level, corresponding to differences in mathematics linked to play," said Nasir. "In the study, I investigate the potential consequences of these differential practices as they manifest in differences in the mathematical and statistical understandings of players. Links are drawn between the nature of the practice at each level and the mathematical goals related to statistics that players construct in relation to their practice," she added.

Currently, Nasir is one of forty faculty from the psychology, education, communications, and computer science disciplines participating in LIFE (Learning in Informal and Formal Environments), a new research center. Funded by the National Science Foundation, the center is a collaboration among the University of Washington, Stanford University, and SRI International seeking to study and understand how people formally and informally learn, to develop theories of learning, and to optimize learning across individuals, contexts, and disciplines.



Na'ilah Suad Nasir

Through LIFE, Nasir is currently working on a variety of projects including exploring the role of out-of-school and out-of-math class experiences with mathematics in influencing the mathematics achievement of African-American students, examining the local construction of racial inequities in mathematics achievement in a diverse public high school, and exploring how identities as learners are afforded and constrained in the social context of a low-performing urban high school.

"Creating educational spaces that foster deep learning for all students is a major challenge in today's classrooms and school districts. I hope that my work helps us better understand these problems and how deep learning for a wide range of students happens in settings outside of school," said Nasir.

Information Studies alumna Marianne Afifi is also participating in a multi-university collaborative effort to advance learning. Afifi, the Director of Electronic Resources and Special Projects Development for the Information Services Division at the University of Southern California (USC), is one of many professionals involved in a three-year Scholars Portal Project teaming with staff from institutional members of the Association of Research Libraries (ARL) and the networked information services company Fretwell-Downing.

USC is one of seven ARL libraries participating in the project, which seeks to provide search tools for an academic community using a single point of access on the web to find high-quality information resources and delivering the information and related services directly to the user's desktop.



Marianne Afifi

Anne Gilliland Appointed New Chair of the Department of Information Studies

by Shaena Engle

Dean Aimée Dorr has announced the appointment of Anne Gilliland as Chair of the Department of Information Studies. Dr. Gilliland is a Professor and Director of the Center for Information as Evidence in the Department of Information Studies. An internationally recognized scholar in Archival Studies, her teaching and research interests include the design of archival and evidence-based information systems, electronic records management, and the evaluation and preservation of cultural information systems.

Information Studies
Department Chair
Anne Gilliland



“The Scholars Portal will be an integrated web-based tool that will enable faculty, students, and researchers to discover and navigate scholarly information resources,” said Afifi.

Her role in the project consists of managing the parts of the project that integrate information resources into the portal. One aspect of the project that was challenging for all participants was authenticating users to the portal. USC solved this problem by using Shibboleth, an open-source software developed to enable resource-sharing interactions between universities, libraries, government agencies, and commercial entities. It enables participants to access information without having to use difficult authentication and authorization methods.

“The system is designed to provide someone using a web browser, such as Internet Explorer, to be authorized to access a resource using information housed at the user’s institutional security domain without additional passwords or compromising privacy,” said Afifi. “It permits users to access controlled information securely from anywhere,” she said. In August 2004, Afifi presented an overview of Shibboleth at the World Library and Information Congress’ 70th conference in Buenos Aires, Argentina.

“The preparation I received at GSE&IS was excellent. I am able to meet my career challenges because of the variety of opportunities in the program,” said Afifi. “It is also very unique because it continually changes with the times and has a strong presence on the national library scene.” Afifi graduated from GSE&IS in 1993 with an MLS, after completing a BA and MBA at USC.

In addition to her work with the Scholars Portal Project, Afifi manages electronic information access, delivery, and development and has contributed to a variety of USC’s web and online learning library systems projects.

“One of the biggest challenges now is how libraries should manage the changes in scholarly communication, particularly the movement from largely print-based to electronic or digital environments. Additionally, academia is also changing in that traditional universities are now just one player in educating future generations,” said Afifi. “We must play a significant role in providing information literacy to students in all kinds of environments, physical or virtual. My goal is to become a leader in an academic setting, building bridges between libraries, technology, and teaching and learning.” *

In Brief

Faculty Honors and Achievements

Education Professor and CRESST co-director **Eva Baker** has been chosen to become the American Educational Research Association’s (AERA) new president-elect. Her term as president will begin at the end of AERA’s 2006 Annual Meeting.

Dr. Dan Chernow, executive director of the UCLA School Management Program, was a featured speaker at the May 4-6, 2005 Annual Superintendent’s Leadership Institute held at Brown University in Providence, Rhode Island.

Education Assistant Professor **Noel Enyedy** has been awarded the 2005 National Academy of Education/Spencer Postdoctoral Fellowship. The program encourages outstanding researchers at the postdoctoral level to pursue critical education research projects.

Education Professor **Frederick Erickson** was presented the Outstanding Book Award for his book, *Talk and Social Theory: Ecologies of Speaking and Listening in Everyday Life* at the 86th meeting of the American Educational Research Association in Montreal.

Information Studies Professor **Anne Gilliland** received a grant from the University of California Pacific Rim Research Program for “Pluralizing the Archival Paradigm: A Needs Assessment for Archival Education in Pacific Rim Communities,” a collaboration project with Professor **Sue McKemish** of the School of Information Management and Systems at Monash University in Melbourne, Australia.

Education Professor **Mike Rose** received the campus-wide Distinguished Teaching Award for 2004-2005.

Education Associate Professor-in-Residence **Linda Sax** was selected as the 2005 recipient of the American Association of University Women Scholar-in-Residence Award. The grant is awarded to one scholar to engage in research on issues related to gender equity on campus. Her study will focus on the impact of attending single-gender high schools on men’s and women’s transition to and success in college.

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epistemological development exhibited the ability to handle conflicting information sources and to recognize authoritative information sources.

Whitmire holds a PhD in Higher Education from the University of Michigan and a MLS degree in Library Service and a BA in English and Communications from Rutgers University.

Assistant Professor Ernest Morrell joins the Department of Education in the Urban Schooling division and has been a visiting professor at UCLA during the summer months for the past two years. He will also be an active participant in the Teacher Education Program (TEP). "I wanted to return to UCLA and Los Angeles because it is my home on many levels. I am from California, was educated in the UC system, and worked for UCLA while completing my dissertation at UC Berkeley," said Morrell. Currently, he is focused on analyzing data collected from UCLA's Institute for Democracy, Education, and Access' six consecutive summer seminars where Los Angeles urban youth apprenticed as critical researchers of the conditions in urban schools and communities. The teenage students, with the help of teachers, parents, and community leaders, developed critical research projects, wrote research papers, and delivered presentations to audiences of university faculty, community activists, and elected officials. He has also participated in various projects for GSE&IS' Teacher Education Program.

Morrell is also a Principal Investigator on the Urban Literacies Project, a study documenting the literacy practices of urban

youth. Using an approach that combines surveys, interviews, literacy journals, and the collection and analysis of youth generated artifacts, the goal of the study is to obtain and provide information via a website, digital documentaries, and research publications to assist teacher professional development and classroom participation.

Additionally, he is Principal Investigator for the Digital Technology, Critical Research, and Literacy Development in Urban Schools Project. Morrell, with co-investigator Ellen Cushman, has developed a CD-ROM and accompanying website for urban secondary literacy teachers which explains how to revise the traditional research paper by engaging students in civic research for social justice. By utilizing the CD, teachers can train students to become social service researchers in their local communities and develop projects for audiences including decision and policymakers, civic leaders, parents, and community members. Morrell holds a BA in English from the University of California Santa Barbara and a MA and PhD in Language, Literacy, and Culture from the University of California at Berkeley.

Assistant Professor José Luis Santos joins the Department of Education in the Higher Educational and Organizational Change division from the University of Arizona where he received his BA, MA, and PhD in Higher Education Economics and Finance Policy. His recent projects focus on the access and affordability of education.

In March 2005, Santos completed "Investing in Arizona's Future: College Access, Affordability, and the Impact of Investment in Need-Based Financial Aid," a

policy report in collaboration with the Institute for Higher Education Policy (IHEP). The report examined the public investment in access, tuition trends, consequences of declining investment, and the benefits of higher education to individuals and society nationally and in Arizona. Upon completion, it was disseminated and used to inform policy-making, with recommendations from the report advancing through the state legislature and the Governor's office. As a result, it should have a direct effect on increased spending on need-based financial aid that should increase access to postsecondary education for many Arizonians who otherwise could not afford to go to college.

Additionally, Santos is the primary author of "Creating a Culture of Evidence in Postsecondary Access, Affordability, and Success for Arizona's Minority Students," an ongoing study commissioned by the Arizona Minority Education Policy Analysis Center. The study examines issues of access, affordability, and success in postsecondary education as they relate to Arizona minority students and the state as a whole. "Providing access should be more than getting underrepresented students into college, it is also about making certain these students have the competencies to complete a degree and thereby attain the societal and economic benefits that a college degree provides," said Santos.

"This year we add four new faculty members who embody GSE&IS' tradition of remaining at the forefront of the fields of education and information studies," said Dean Dorr. *

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Faculty Publications

Education Professor and CRESST co-director **Eva Baker** authored the chapter, "Aligning Curriculum, Standards, and Assessments: Fulfilling the Promise of School Reform," for the book *Measurement and Research in the Accountability Era* (Lawrence Earlbaum Associations, 2005).

Information Studies Professor **Anne Gilliland** co-authored (with UCLA Information Studies alumna **Nadav**

Rouche, Monash University School of Information Management and Systems doctoral student **Joanne Evans**, and UCLA Information Studies doctoral student **Lori Lindberg**), "Towards a Twenty-First Century Metadata Infrastructure Supporting the Creation, Preservation, and Use of Trustworthy Records: Developing the InterPARES 2 Metadata Schema Registry," in *Archival Science*. She also co-authored (with **Nadav Rouche** and **Sue McKemmish**) "A Metadata Schema Registry for the Registration and Analysis of

Recordkeeping and Preservation Metadata," in *Proceedings of the Second ISE&T Archiving Conference* in April 2005 and "Communities of Memory: Pluralising Archival Research and Education Agendas," with Professor **Eric Ketelaar** from the University of Amsterdam for *Archives and Manuscripts*.

CRESST researcher and co-director **Joan Herman** and **Edward Haertel** of Stanford University co-edited *The 104th Yearbook of the National Society for the Study of Education, Part 2* (Blackwell Publishing, 2005). Included are

Harry Handler: A Life of Service, Teaching, and Leadership

by Shaena Engle

Harry Handler, a superintendent of the Los Angeles Unified School District (LAUSD) and a dedicated UCLA adjunct professor, died February 20, 2005 of cancer. He was 76.

Handler grew up in East Los Angeles. After graduating from Fairfax High School, he earned a bachelor's degree in mathematics at UCLA and master's and doctorate degrees in educational psychology from USC.

In 1952, he began his teaching career as a substitute junior high math teacher and eventually became a supervisor of guidance and counseling at junior and senior high schools in Los Angeles.

While working at LAUSD, Handler also taught statistics and mathematics at USC. In 1968, he was named director of research and development for the district and later became associate superintendent for instruction. In 1977, he was named chief deputy superintendent and in 1981 became superintendent of the second largest school district in the nation.

Handler is known for uniting the school board and raising reading and mathematics test scores. *The Los Angeles Times* noted in an editorial on his last day as superintendent, "Handler's most enduring legacy may be a school board that works in harmony. He

chapters by CRESST/UCLA researchers **Eva Baker, Joan Herman, Jamal Abedi, Kilchan Choi, Pete Goldschmidt, Margaret Heritage, and Kyo Yamashiro.**

Education Professor **Pat McDonough** authored "The School-to-College Transition: Challenges and Prospects," a policy report for college presidents, published by the American Council on Education. Additionally, she authored "Counseling and College Counseling in

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Harry Handler

inherited a contentious board, still wrangling over desegregation. In his soft-spoken and reserved manner he persuaded the board to put rancor aside."

When Handler first took office, he outlined five goals to focus on, including improving student achievement; providing safe and orderly schools; strengthening parental and community support; raising morale; and restoring relationships with state and federal legislators.

During his six-year tenure, Handler downsized the administrative staff by 500 positions, extended both the school day and year, and demoted 34 principals and administrators. Additionally, he made it a priority to recruit teachers for troubled schools, and in partnership with Chief Daryl Gates of the Los Angeles Police Department and Dr. Ruth Smith, he helped launch the prevention education program Drug Abuse Resistance Education (D.A.R.E.) in 1983. The program concentrates on techniques for resisting drugs and violence and for learning and applying life skills such as decision-making, and it offers practical exercises for the classroom. It is now taught throughout the United States and in over 40 countries worldwide.

While at UCLA, Handler advised several deans and taught in professional education programs at GSE&IS. Additionally, he was one of the team of educators who developed the Principal Leadership Institute and the Superintendent's Learning Community. For the last six years, he served as a special assistant to Dean Aimée Dorr.

"Harry Handler's legacy to the school district includes a very strong commitment to instruction and support services," said Sidney Thompson, instructor, colleague, former LAUSD superintendent, and longtime friend of Handler. "Additionally, he had a drive to search for what caused young people to be troubled individually and collectively. This emphasis was shared with school and central staff and caused a change in many areas of the District's administration."

Over 250 friends, family, students, and alumni attended his memorial service. Dean Dorr, in addition to friends and family members, spoke at the service. He is survived by his wife Kay and his daughter Lisa. *

Allan Murray Cartter Chair Lecture Featured Dr. Beverly Daniel Tatum, President of Spelman College

by Shaena Engle

Over 300 students, faculty, alumni, and friends attended the 2005 Allan Murray Cartter Chair Lecture on May 5, 2005 in the Grand Horizon Room at Covell Commons. Dr. Beverly Daniel Tatum, President of Spelman College, was the featured speaker.

Executive Vice Chancellor and Provost Daniel Neuman provided welcoming remarks, followed by GSE&IS Dean Aimée Dorr and Allan Murray Cartter Professor of Education and Sociology Walter Allen. Dean Dorr recognized Allan Cartter's widow, Jill Cartter, and former Cartter Chairholders Professor Alexander Astin and Professor Burton Clark for their years of service.

Dr. Tatum provided a brief history of the major events leading up to affirmative action and their impact on her life and career choice to become an educator. "My goal is to help institutions become healthier places for students of color," she

said. Additionally, she explained the "ABCs" of her strategy to attain this goal. "Affirming identity, so students can see themselves reflected in their surroundings. Building community and a sense that they belong to a greater shared community. Cultivating leadership so that students can interact effectively with others from varied backgrounds. Those are the ABCs," she added.

Scholar, teacher, author, administrator, and race relations expert, Dr. Tatum is the ninth president of Spelman College. She is the 2005 recipient of the Brock International Prize in Education.

Dr. Tatum is a clinical psychologist whose areas of research interest include black families in white communities, racial identity in teens, and the role of race in the classroom. For over 20 years, Dr. Tatum has taught a course on the psychology of racism. She has also toured extensively, leading workshops on racial identity development and its impact in the classroom.

In her critically acclaimed 1997 book, *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations about Race*, she applies her expertise on race to argue that straight talk about racial identity is essential to the nation. Going beyond the usual black-white paradigm, the book,

which uses real life examples and the latest research, not only dispels race as taboo, but gives readers a new lens for understanding the emergence of racial identity as a developmental process experienced by everyone.

The Cartter Chair was the first endowed chair in the UCLA Department of Education. Since its establishment in 1980 it has enabled the Department to recruit a succession of outstanding scholars to the faculty, as well as a series of distinguished lecturers to the school. Along with the Higher Education Research Institute and the CIRP Freshman Survey, the Cartter Chair contributes to GSE&IS' commitment to conduct research and generate scholarship aimed at furthering a critical understanding of higher education as an institution of social change. UCLA's work in the field of higher education is widely respected and is a fitting tribute to the memory of UCLA Education Professor Allan Murray Cartter. *



Dr. Beverly Daniel Tatum, Professor of Education and Sociology
Walter Allen, Education
Professors Alexander Astin and Burton Clark,
and Dean Aimée Dorr

Alison Bailey: Public Engagement for Language and Literacy Issues

by Kathy Wyer

The Sudikoff Family Institute for Education & New Media has awarded Associate Professor of Education Alison Bailey its Fellowship for 2005 - 06. Dedicated to the public engagement of GSE&IS scholarship, the Sudikoff Family Institute will provide support for the dissemination of Professor Bailey's work through the popular press. Sudikoff Fellows elevate public awareness of critical issues related to education and information studies by utilizing print media, as well as television and radio venues, to deliver interviews and write opinions and articles that convey an informed perspective. During an initial yearlong term, Fellows receive concentrated support for communicating their work to the public, and thereafter participate when critical issues related to their field of study come to the fore.

Professor Bailey will engage on language and literacy issues, which form the basis of her work. Her program of research began with an exploration of how children learn language at home through their relationship with parents and other family members; it later came to include the formal classroom. Examining how social environment and social understanding influence children's language development, Professor Bailey studies early literacy development and its relationship to oral language skills; how children who learn English as a second language perform academically; and how academic English is evaluated and taught.

Key to Professor Bailey's scholarship is the exploration of the numerous challenges that make learning to read and write a struggle for many children, for native English speakers as well as English language learners. Her scholarship has contributed to a significant body of research in this area; in

particular, she has documented the language patterns and characteristics of "teacher talk" and textbook English at the upper elementary grades, and worked to improve applications for assessments and curricular development.

Test validity and the equitable treatment of students have become critical issues subsequent to the Federal legislation of No Child Left Behind (2001), which mandates standardized testing and assessment of English language learners, currently estimated at 5.1 million in the U.S. Professor Bailey continues her research on this subject at UCLA's Seeds University Elementary School and at the Center for the Study of Evaluation/National Center for Research on Evaluation, Standards, and Student Testing.

Exploring technology and its influence on language and literacy skills, Professor Bailey has taken her interest in the unique role that parents play in their children's language and literacy development further to examine how parents may contribute to children's narrative development through computer use, helping them connect the oral language stories children tell with words and images that parents produce on screen. Professor Bailey is currently engaged in a cooperative research study undertaken by UCLA, USC, and UC Berkeley, entitled the Technology Based Assessment of Language and Literacy (T-BALL) project. The project is exploring ways to advance the design of speech processing, wireless communications, data gathering, and human-to-computer interfaces used in diagnostic assessments of children's academic skills.



Associate Professor of Education Alison Bailey

The Literacy Development Checklist and Manual (LDC) (2000), a classroom tool that enables teachers to identify and help students at risk for reading difficulties, is a hallmark of Professor Bailey's research. The development of the LDC led to a grant from the National Science Foundation to support another project, *Building Bridges to Student and Teacher Learning: Early Literacy Assessment and Intervention*, which tested the effectiveness of the LDC in terms of student and teacher learning outcomes.

Currently the Head of the Division of Psychological Studies in Education at UCLA, Professor Bailey joined the GSE&IS faculty in 1997. She holds an EdD and an EdM in Human Development and Psychology from Harvard University, and is the author of *Language Demands of Students Learning English: Putting Academic Language to the Test*, to be published by Yale University Press in 2006. *

Mike Rose: Exploring the Process of Thinking and Learning

by Shaena Engle

John Lennon's famous lyrics, "Life is what happens to you while you're busy making other plans," come to mind when looking at Professor Mike Rose's career.

Professor Rose never planned on pursuing a position in academia or becoming a successful author. "I was a completely undistinguished student in a South Los Angeles school," said Rose. Due to a mix-up in high school, Rose's placement test results were confused with another student sharing the same name and he was placed in a vocational track for two years. The error was eventually found and Rose was moved into the college prep program at his high school during his junior year. It was there that Rose encountered his first mentor, a young bohemian English teacher who inspired him to learn and helped him gain a probational entrance to Loyola University.

"No one in my family had gone to high school, let alone college," said Rose. "I always thought I would get a night job and go to the local junior college." Rose met other mentors at Loyola and graduated with a BA in English. He entered the PhD program in English at UCLA in 1966 on a fellowship but took a leave of absence after realizing he was also interested in studying psychology. After attending psychology classes at UCLA, Rose decided to resign from his fellowship and enter the Teachers Corps, a program which placed teacher interns in poverty-area schools.

"I ended up working in an El Monte elementary school," said Rose. During the two years Rose worked as an elementary teacher, he completed his MS in Education from USC.

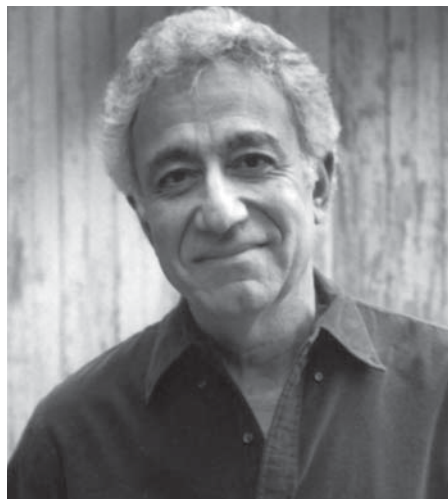
He went on to complete his MA in English and then a PhD in Educational Psychology and Counseling at UCLA. During that time he worked as an instructor and counselor for the Veteran's Special Educational Program through UCLA Extension. "Basically it was a masterful crash course in the three Rs of higher education for veterans," said Rose.

"The Teacher Corps introduced me to the risk and reward of education, but it was the Veteran's Program that really enabled me to come into my own as a teacher."

When the Veteran's program shut down due to lack of funding Rose worked as a coordinator for three UCLA programs, the tutorial center for the Academic Advancement Program, the Freshman Summer Program, and the Freshman Preparatory Program. Before joining the faculty at GSE&IS, Rose was Acting and then Associate Director of UCLA's Writing Programs. In 1989, he combined his experience and knowledge of language, literacy, teaching, and writing to author *Lives on the Boundary: The Struggles and Achievements of America's Educationally Underprepared*.

Mostly autobiographical, the book weaves Rose's life experiences with vignettes of his students, case studies, and analysis in a narrative that examines the definition of literacy and intelligence. By recounting and describing successful methods he used during his teaching experiences with struggling students, Rose challenges readers to re-examine their assumptions about the potential of "problem" students. Now in its 26th printing, the book is used nationwide in teacher education programs.

The book inspired Ted Mitchell (then dean of GSE&IS) and Professor Kris Gutierrez to recruit Rose as a Professor of Education in the Social Research Methodology Division at GSE&IS. Rose continued pursuing his love of teaching and writing and in 1995 published



Education Professor Mike Rose

the award-winning *Possible Lives: The Promise of Public Education in America*.

"All you hear about is how terrible public education is and how badly the schools are doing. I knew that this was only half of the story," said Rose. He spent four years traveling around the country in search of good classrooms. "I found dedicated, imaginative teachers in schools that were succeeding despite the odds," said Rose. Using the format of a descriptive travel log, he recreated the inspiring classrooms he visited and the teachers and students he met during his journey to illuminate successful teaching methods and show readers what goes on in good classrooms. In 1997, the book won the prestigious Grawemeyer Award in Education and the Commonwealth Club of California Award for Literary Excellence in Nonfiction. It is also widely used in teacher education and writing classes throughout the country.

In his latest book, *The Mind at Work: Valuing the Intelligence of the American Worker*, Rose turns his lens on magnifying the intellectual demands of everyday work. Again, Rose blends his own experiences of watching his family work – his mother as a waitress and his uncle as a welder – with other blue-collar professions such as plumbers, hair-dressers, electricians, and carpenters to examine different kinds of intelligence.

"For a very long time I have been uncomfortable with things I read about the intelligence of working class people," said Rose. "I wanted to bring my knowledge of cognitive psychology to bear on the people I grew up with, as well as blue collar and service workers," he said. The book raises questions about how we define intelligence and classify people by their work and occupations and ultimately concludes that the skills and achievements of blue collar and service workers have both historically and presently been undervalued and ignored by cultural stereotyping. "Additionally, I wanted to look at the ramifications of how we look at American laborers and judge their intelligence and the effect that has on economic and educational policy," said Rose. Similar to his previous books, *The Mind at Work* is being used in classes on sociology, education, psychology, and writing throughout America.

Educational Leadership Program Symposium

by Shaena Engle

The Educational Leadership Program's April 8th symposium, *Developing Education's Leaders: A Public Responsibility*, offered a glimpse into a unique doctoral program with just this goal. The Educational Leadership Program (ELP) is a cohort-based, alternatively scheduled full-time program aimed at providing working professionals with a Doctorate of Education (EdD).

The afternoon began with Professor Ariella Herman discussing annual student survey results, which revealed that 95% of ELP alumni were extremely satisfied with the program. Student requests for more interactive career guidance were answered by Professor Ira Krinsky, ELP's Director of Career Planning and Placement, and by Korn/Ferry International's Addy Chuluf, who discussed new ways to assess leadership capacity.

2005's Culminating Project Winners were introduced by Dean Aimée Dorr and Professor Wellford Wilms, with inspiring film clips of the winners and their projects. The winners included Kenneth Magdaleno, Valerie Chrisman, Gloria Cole, Christine Shen, and Brad Darling. Dr. Magdaleno developed a mentoring system to help Latino administrators reach their full potential. Dr. Chrisman analyzed how low performing schools transform themselves into higher performing schools. Her

In 2004, Rose was awarded GSE&IS' Education Department's Distinguished Teaching Award and in 2005 UCLA's campus-wide Distinguished Teaching Award, for outstanding contributions to university teaching. After 37 years of teaching, numerous honors and awards, and over fifty published articles and books, Rose views his life and work as inseparable. "All the work I have done mirrors my own experience. I love all of it – teaching, writing, mentoring, developing courses and curricula and continuing to research language and literacy." *

Education Professor Wellford Wilms, Judith Balaban Quine, Robert Damon, Ray Reisler, Avis Ridley-Thomas, Jaime Huerta, and Ted Mitchell



research was recently awarded first prize for dissertations by the American Educational Research Association. Gloria Cole and Christine Shen created the Parent Institute to assist parents in becoming advocates for their children's education, and Brad Darling developed a project to give troubled students a voice in their education in alternative schools in Orange County.

A keynote address was delivered by Ted Mitchell, former Dean of the Graduate School of Education and Information Studies and former President of Occidental College. While Dean of GSE&IS, Mitchell was an active participant in forming ELP. He stated that, "ELP has a different definition of leadership. I am happy that the spirit of the program has evolved, creating work that moves and changes the world in an immediate way."

President Mitchell moderated a panel of five Los Angeles opinion leaders about their views on producing educational leaders. Panelists included Robert Damon, President of North America Korn Ferry International, Jaime Huerta, a senior organizer with One-LA-IAF, activist and writer Judith Balaban Quine, Ray Reisler, Executive Director of the S. Mark Taper Foundation, and Avis Ridley-Thomas, Director of Los Angeles' Dispute Resolution Program.

The event was attended by over 100 alumni, faculty, and staff. Community leaders, including State Assemblyman Mark Ridley-Thomas, also attended. For more information about the Educational Leadership Program, go to www.edd.gseis.ucla.edu. *



Save the Date!

2005 Dean's Scholars Dinner

Thursday, November 17

To request an invitation, please contact the GSE&IS Development Office at (310) 206-0375.



In Brief, continued from page 7

America's High Schools," a policy report for counselors and admissions officers published by the National Association of College Admission Counselors.

Harold O'Neil, CRESST partner at the University of Southern California, edited *What Works in Distance Learning: Guidelines* (Information Age Publishing, 2005). Authors include CRESST/UCLA researchers **Eva Baker**, **Harold O'Neil**, **William Brewley**, **David Niemi**, **Jia Wang**, and **Zenaida Aguirre-Munoz**.

Education Associate Professor-in-Residence **Linda Sax**, with **Alyssa Bryant** and **Cassandra Harper**, published "The Differential Effects of Student-Faculty Interaction on College Outcomes for Women and Men," in *The Journal of College Student Development*.

Education Professor **Carlos Alberto Torres** launched the celebratory new edition of his 1975-1978 trilogy of books in Spanish, *Critical Reading of Paulo Freire*, *Paulo Freire in Latin America*, and *Dialogues with Paulo Freire* in September in Valencia Spain. Additionally, the Armenian language edition of his book *Education, Democracy and Multiculturalism: Dilemmas of Citizenship in a Global World*, was published in spring.

Student/Alumni Achievements

Educational Leadership Program alumna **Dr. Valerie Chrisman** won first place in the American Educational Research Association's thesis/dissertation category for her dissertation, "Sustaining Improved Student Test Scores in Formerly Low Performing Schools." Dr. Chrisman analyzed how low-performing schools transform themselves into higher-performing schools.

Two alumni were presented awards at the 2005 American Educational Research Association's annual conference. **Amanda L. Datnow**, now at USC, won the Early Career Award and **Keven G. Welner**, now at the University of Colorado School of Education, won the Palmer Johnson Memorial Award for Outstanding Research Article.

Center Grants

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) recently received funding to support a variety of new research and development studies. Among the funding organizations are the Office of Naval Research, the National Science Foundation, and the Institute of Education Sciences (IES).

The total funding is more than \$1.4 million. The new awards include an Analysis of Teacher Assignments, an analysis of written samples of teacher classroom assignments as a measure of effective teacher classroom practice, the IES Mathematics and Science TI-Navigator Intervention Study, a randomized study assessing the impact on student achievement of a classroom connectivity intervention involving 120 algebra and 24 physical science classrooms, the Integrated Learning and Assessment System, a one year contract to design and pilot test a set of performance assessments, simulation objects, and reports through a new online test interface, and the Development of a SWOS Assessment System Concept, a prototype Surface War Officers School assessment system for the Office of Naval Research.

InterPARES (the International Research on Permanent Authentic Records in Electronic Systems) and the State University of New York, Albany received a \$257,000 grant from the National Historical Publications and Records Commission to support the continuation of the InterPARES 2 Project from September 2005 to December 2006. *

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