

New Faculty

Join GSE&IS

By Shaena Engle

This fall, GSE&IS has three new faculty members on board. "All of our new faculty bring impressive expertise and energy to GSE&IS," said Dean Aimée Dorr.

Professor Sylvia Hurtado recently joined the Department of Education, Higher Education and Organizational Change Division, and has assumed leadership of the Higher Education Research Institute after founding director Alexander W. Astin stepped down in April. Hurtado came to GSE&IS after serving as director of the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

A nationally and internationally recognized scholar in the field of higher education, Hurtado has focused her research on issues of diversity and democratic practices in education. Her current scholarly focus is on diverse college students and college preparation for citizenship in a diverse society.

She has been honored with the distinguished Early Career Award from the Association for the Study of Higher Education and the H.R. Johnson Diversity Award at the University of Michigan. Additionally, she was named by *Black*



Professor Sylvia Hurtado

Issues in Higher Education as one of the 15 most influential faculty who personifies scholarship, service, and integrity, and whose work has substantial impact in the field.

Hurtado has served on the American Association for Higher Education's board of directors and the Higher Learning Commission of North Central Accreditation Board, and is currently president of the Association for the Study of Higher Education. She is completing a book on higher learning for citizenship in a diverse democracy. Hurtado received her Ph.D. in education from UCLA.

Professor Walter R. Allen, a renowned educator and researcher on comparative race and ethnic relations and on higher



Professor Walter Allen

education and desegregation, has been named the new Allan Murray Cartter Chair in Higher Education. Allen, who has also joined the faculty as a professor in the Department of Education, Higher Education and Organizational Change Division, follows professor Alexander Astin, recently emeritus, who held the Cartter Chair for the past six years.

Allen came to UCLA in 1989 after 10 years at the University of Michigan's Department of Sociology and the Center for Afro-American and African Studies. He also has held teaching appointments at the University of North Carolina, Chapel Hill; Howard University; Duke University; the University of Zimbabwe; and Wayne State

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Message from the Dean

“This time, like all times, is a very good one, if we but know what to do with it.”

For years I have kept this wise observation with me. It’s in the front of my desk at home, and it’s in the front of a small telephone directory I carry in my purse. I am most likely to refer to it in difficult times, but – as its author, the great American essayist and poet Ralph Waldo Emerson, intended – it applies to all times.

The University’s budget cuts of recent years have created difficult times for GSE&IS. Although improvements are expected in fiscal year 2005-06, this year brings with it another budget cut. What have we done in this period of fiscal austerity? With leadership and cooperation from faculty, staff, and students, we have put hard times to good use. We have sharpened our focus on GSE&IS’s mission, re-emphasized our support for and investment in each other, and redoubled efforts to enhance funding through extramural grants, fundraising, and income-generating activities.

The normal flow of faculty retirements and resignations brings with it opportunities to enhance expertise in mission-relevant areas in both the Department of Education and the Department of Information Studies. In Education, the Division of Higher Education and Organizational Change has added two outstanding senior scholars and national leaders, Sylvia Hurtado and

Walter Allen. They come to us with well deserved reputations for their insightful, impactful work on issues of diversity and access in higher education. In Information Studies, Jean-François Blanchette, a promising young scholar specializing in information security policies that reflect archival science principles, has come from Canada to join the department. These three exceptional new faculty are profiled in this issue of *The Forum*. Because of the double advantages of having additional open faculty positions to fill and of being very well regarded among our peer institutions, GSE&IS will see the good times of faculty renewal continue into the foreseeable future.

Faculty leadership for the two departments remains a strong point. Virginia Walter enters her third consecutive year of effective service as Information Studies Department Chair. Sandra Graham, who has been serving as head of the Psychological Studies in Education Division, is succeeding Daniel Solorzano as Education Department Chair. In the last three years, Professor Solorzano led several successful faculty recruitment efforts, managed serious budget cuts, and addressed faculty workload issues. Noreen Webb, who – for 10 years! – served admirably as Education Department Vice Chair and Chair of that Department’s Academic Personnel Committee, has been succeeded by Patricia McDonough, who was serving as Education Department Chair when I became Dean in September 1999.



Aimée Dorr, Dean

I enter my sixth year as Dean of this wonderful school with a strong faculty, experienced and expert leaders, high quality academic and professional programs for undergraduate and graduate students, vigorous research and professional development work, a clear mission, a smaller state budget, a well functioning organization, and many generous, supportive alumni and friends. With contributions from everyone, GSE&IS has indeed been able to make every time a good time. It hasn’t always been easy, but it has been done. As the future unfolds, we will together continue to demonstrate that we know what to do with the times we encounter.

A handwritten signature in cursive script that reads "Aimée Dorr".

Dean ~

Superintendents' Learning Community: Addressing Critical Topics in Education

By Shaena Engle

In 2002-03, working in coordination with school district superintendents in Los Angeles County, GSE&IS established the Superintendents' Learning Community (SLC). The purpose of the SLC is to provide an opportunity for faculty and superintendents to receive information and research findings related to critical topics in education. The format also offers an arena to exchange information and ideas for addressing some of the complex problems confronting school districts in California. The most recent meeting in April 2004 featured two prominent UCLA professors.

Information Studies Professor and Chair Virginia Walter discussed the big issues that educators and librarians face together as we move into the 21st century. Her presentation focused on communicating the need for new levels of information literacy, issues of equity, and the ever-increasing availability of networked information. She also shared research that documented the impact of school libraries on academic achievement including the findings that among predictors of academic achievement, the size of the library media center staff and collection is second only to the absence of at risk conditions, particularly poverty and low educational attainment among adults. "In California, the staffing ratio is one librarian for 5,240 students. We need more



Information Studies Professor and Chair Virginia Walter at the April Superintendents' Learning Community meeting.

full-time qualified librarians in our public schools," said Walter. Professor Walter then shared two of her favorite children's books, *The Man Who Walked Between the Towers* by Mordicai Gerstein, the 2004 Caldecott Award picture book account of the 1974 tightrope walk between the twin towers that was performed by Frenchman Philippe Petit, and *Don't Let the Pigeon Drive the Bus*, a 2004 Caldecott Honor Book by Mo Willems. Additionally, she provided a list of resources for developing school libraries in Southern California and a compilation of over twenty "Sure Fire Picture Books the School Superintendents Can Read Aloud and Children Will Love."

Professor William G. Ouchi, Sanford and Betty Sigoloff Professor in Corporate Renewal at the Anderson Graduate School of Management, presented his approach to creating successful public schools. Drawing on the results of a landmark study of 223 schools in six cities, a project that Ouchi supervised and that was funded in part by the National Science Foundation, Ouchi found that a school's educational performance may be most directly affected by how the school is managed.

Ouchi's study examined innovative school systems in Edmonton, Seattle, and Houston, and compared them with the three largest traditional school systems: New York, Los Angeles, and Chicago. Researchers discovered that the schools that consistently performed best also had the most decentralized management systems, in which autonomous principals, not administrators in a central office, controlled school budgets and personnel hiring policies. Principals were fully responsible and accountable for the performance of their schools. "With greater freedom and flexibility to shape their educational programs, hire specialists as needed, and determine the direction of their school, the best principals act as entrepreneurs," said Ouchi. "Those who do poorly are placed under the supervision of successful principals, who assume responsibility for the failing schools."

Previous meetings included presentations by Education Professor Connie Kasari, who spoke about autism in schools and Education Professor Eva Baker, Director of the Center for the Study of Evaluation and

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GSE&IS Alumni: Making a Difference

by Shaena Engle

Many of our graduates chose traditional career paths and hold positions as valued educators and librarians in public school systems and libraries. In this issue of *The Forum*, we highlight two alumni who have created unique careers that combine their diverse interests.

In the course of seven years working at the UCLA Arts Library as a library assistant, Information Studies alumnus Max Marmor decided to change his choice of a future career from an art historian to an art librarian and archivist. “I became very interested in the history and the literature of art while working at the Arts Library,” said Marmor. “I realized that the only way to combine both art history and librarianship was to become an art librarian,” he added.

Marmor graduated with a Masters in Library Science (MLS) in 1988 and currently is the Director of Collection Development for ARTstor, a digital library initiative of the Andrew W. Mellon Foundation. “My library school education prepared me for all of my jobs including my current position by providing substantive skills, but more importantly I became attuned to the changing nature of our profession and of libraries in general,” said Marmor. In his position, he works with libraries, museums, photo archives, and other organizations throughout the world to create a sustainable digital image library on a massive scale for licensed use at higher education institutions and other cultural organizations.

While at the UCLA Arts Library, Marmor managed the Elmer Belt Library of Vinciana

and the west coast branch of the Princeton Index of Christian Art. He moved to the east coast in 1988, after completing his MLS and worked briefly as an indexer and reference librarian at Avery Library at Columbia University and then as reference librarian and bibliographer at the NYU Institute of Fine Arts Library. From 1994-2001 he was head of the Arts Library at Yale University and in 2001 he was appointed a Distinguished Fellow of the Digital Library Federation/Council on Library and Information Resources and joined the Mellon Foundation’s ARTstor initiative.



Max Marmor

Marmor recently completed two big projects – taking ARTstor “live” in July and editing the Guide to the Literature of Art History, volume 2 due out this fall. “GSE&IS taught me the importance of collaboration in the library field. The generosity of spirit of my fellow students and the faculty allowed me to pursue my studies while working full time, and permitted me to spend a summer in Rare Book School at Columbia,” said Marmor. “I made lifelong friendships while attending GSE&IS, they have enriched my life, both professionally and personally.”



Dr. Budd Hall

Alumnus Budd Hall also chose to attend GSE&IS because of an initial combined interest in two subjects – education and African Studies. “The courses I took in comparative and international education gave me a strong overview of formal education on a global basis,” said Hall. While at UCLA, Hall represented student viewpoints as a member of the advisory committee to the Dean of what was then the Graduate School of Education, Dr. John Goodlad. One of his duties as a graduate associate was to look after foreign visitors when they came to UCLA. “This gave me a great opportunity to meet and learn from many exciting and stimulating scholars from all around the world,” he added.

It was from one of these contacts that Hall was hired as the Head of Research at the Institute of Adult Education at the University of Dar es Salaam. In 1975, Hall became the Head of Research for the International Council for Adult Education, a global non-governmental organization headquartered in Toronto. He developed the International Participatory Research Network with colleagues in Canada, the

United States, India, Tanzania, Chile, the Netherlands, and the Caribbean. In 1979, he was elected as the Secretary-General of the International Council for Adult Education. “The goals of the ICAE were to promote literacy and adult education on a worldwide basis in the context of the critical issues of the day such as primary health care, peace, adult literacy, environmental adult education, women’s perspectives and participatory research,” said Hall.

In 1991, Hall joined the Ontario Institute for Studies in Education (OISE) at the University of Toronto as a Professor of Adult Education and Community Development. He founded the Transformative Learning Centre and served as Chair of the Department of Adult Education and Community Development for eight years. In 2001, Hall accepted his current position as Dean of the Faculty of Education at the University of Victoria in British Columbia, Canada. As dean, Hall’s work involves meeting with a wide variety of community and educational leaders, students, and academic colleagues. “GSE&IS provided a wonderful foundation for the work that I have done and continue to do. The ability to do critical analytic work and knowledge of the various networks of international education have been key elements in all of the areas I am involved with,” said Hall.

“I am deeply concerned about the erosion of support for public education and the privatization of education in the United States. These issues also have an impact in Canada,” said Hall. “My approach has been to support as many opportunities for learning more about the world we want; through research, public conversations and projects, and through the recruiting of diverse students and staff. As educators we have not only the opportunity to create transformative learning spaces, but also the responsibility.” ~

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University. In addition, he has worked as a consultant to courts, communities, foundations, and government.

Currently, Allen is director of Choices: Access, Equity and Diversity in California Higher Education, a longitudinal study of the secondary and postsecondary educational opportunities and experiences of African American and Latino students in California. His research has been the subject of extensive media coverage in print, radio, and television. He is the recipient of the Du Bois-Johnson-Frazier Award from the American Sociological Association, the Harriet and Charles Luckman Distinguished Teaching Award from UCLA, and the American Association for Higher Education Special Merit Award. He received his Ph.D. in sociology from the University of Chicago.

Information Studies Assistant Professor Jean-François Blanchette was most recently a post-doctoral fellow in the University of British Columbia’s School of Library, Archival, and Information Studies. There, he collaborated on the InterPARES project, a pioneering international and interdisciplinary research initiative aiming to develop the theoretical and methodological knowledge required for the permanent preservation of authentic records created in electronic systems.

Blanchette received his Ph.D. in social studies of science and technology from Rensselaer Polytechnic Institute in 2002. Between 1999 and 2001, he was an invited researcher at the “Centre National de la Recherche Scientifique” (CNRS) in Paris, where he helped create a new framework for recognizing the evidential value of



Assistant Professor Jean-Francois Blanchette

electronic documents, including that of “authentic acts”, a special category of documents produced by officers of the State such as notaries. Blanchette’s dissertation research was funded by, among others, France’s CNRS, Canada’s Social and Humanities Research Council, and the National Science Foundation.

Currently, Blanchette is working on a number of projects, including policy guidelines for the French National Archives regarding the long-term preservation of digitally signed documents; the computerization of land registries; and how organizations go about replacing paper-based information processing systems with electronic ones, with an emphasis on security, authenticity, record-keeping, and signature technologies. ~

Noreen Webb: Exploring Collaborative Learning Environments

By Shaena Engle

The past few decades have seen an increase in the use of peer-directed small group work in schools throughout the nation. Putting students in small groups provides an opportunity to learn from each other but does not guarantee that they will interact with each other in ways that benefit learning. How should teachers group children for collaborative learning? What kinds of discussions should take place to maximize learning? What behaviors significantly predict student learning? Professor Noreen Webb has been researching these and other questions involving collaborative learning environments for the past twenty-five years. The answers she has found provide useful guidance for teachers in today's classrooms.

“Most of my work revolves around learning in collaborative settings in classrooms, predominantly in middle school mathematics and science,” said Webb. After conducting intensive observations of a wide variety of classrooms, including audio and videotaping all discussions within the learning groups, Webb studies children's interactions and draws conclusions. The results are published and used to help teachers plan successful cooperative learning strategies.

“There are consistent findings that students who teach other students benefit by teaching. What is interesting is that people assume that the students who receive help also would benefit, but these findings are much less consistent,” said Webb. “I am interested in researching why

that is and under what circumstances does the ‘learner’ student benefit.”

A recent study published in *Cognition and Instruction* highlighted some of Webb's findings. The study examined experiences of students who needed assistance while working in peer-directed small groups on mathematics problems and the processes that helped or hindered their learning. The results confirmed findings from Webb's previous research projects. Students who received high-level help and were able to solve group work problems correctly were successful because they implemented specific help-seeking behaviors. Students who persisted in seeking help until they obtained explanations they understood and gave help to other students after receiving the help themselves were successful. “In order to learn, the students at the receiving end of a peer-directed learning group actually have to use constructively the information they receive and try to solve the problem they are engaged in,” said Webb. “Peer assistance is only beneficial when recipients put the information into practice,” she added.

Interestingly, student behavior during group work may be more important than the group's composition in determining how well students perform and learn. The results of a recent study published in the *American Educational Research Journal* overturned conventional wisdom that high-ability students will always benefit by working with peers of similar ability. Webb found that high-ability students performed very well when working with low-ability students when they collaborated fully with their group mates, especially sharing their own knowledge and inviting others' suggestions, challenges, and corrections.

Recently Professor Webb has been researching the effects of teacher discourse on student behavior and



Professor Noreen Webb

learning in peer-directed groups. “I am now very interested in exploring the role that teachers play in influencing small group interaction,” said Webb.

In a study which examined the impact of teacher discourse on behavior and achievement of students in the context of a semester-long program of cooperative learning in four middle school mathematics classrooms, Webb concluded that student behavior largely mirrored the discourse modeled by the teachers.

Some teachers tended to give unlabeled calculations, procedures, or answers instead of labeled explanations. Teachers often assumed primary responsibility for solving the problem, having students only provide answers to discrete steps. Additionally, teachers rarely encouraged students to discuss their thinking process or to ask questions. In these classrooms, students adopting the role of help-giver showed behavior very similar to that of the teacher – doing most of the work, providing mostly low-level help, and infrequently monitoring other students' levels of understanding.

“The results of this study were very interesting. Students typically followed the actions, not the words, of the teachers,” said Webb. “To promote effective collaborative group work in classrooms, teachers must know which processes promote learning and how to encourage them.” Webb hopes to continue studying the role of the teacher in collaborative learning environments by branching out into larger numbers of classrooms and more diverse teacher settings.

In addition to researching peer group learning settings, Webb also focuses on work in generalizability theory, a methodology for looking at reliability of observations of behavior. “Basically, I look

at a body of information and statistically break it down to say how reliable it is. When decision makers want to know what kind of information to collect to make reliable decisions I assist them in figuring out what kind and how many observations they need to collect,” said Webb. She has provided information to professionals from a wide variety of disciplines, including psychologists, members of the military, and policymakers, helping to determine the most reliable and cost effective way to collect information and make decisions.

Webb received a Bachelor’s degree from Swarthmore College in Mathematics and a Master’s degree in Statistics and a Ph.D. in

Educational Psychology from Stanford University. She worked as an analyst at the System Development Corporation before joining the Graduate School of Education at UCLA as an Assistant Professor specializing in Research Methods and Evaluation in 1979. She has received several awards for research from the American Educational Research Association and the Distinguished Teaching Award from the Department of Education in 2002. She co-authored the book *Generalizability Theory: A Primer* and has authored over 50 journal articles and book chapters. ≈

The William and Louise Lucio Endowment Fund

By Laurel Wruble

The Graduate School of Education & Information Studies has recently received a bequest for more than \$1.2 million from the estate of Mrs. Louise T. Lucio, widow of Professor Emeritus of Education, William H. Lucio.

An accomplished musician, dedicated public school teacher, and UCLA credential analyst, Louise Lucio remained her husband’s most devoted supporter for 51 years of marriage. As colleague John McNeil remembers, “Bill and Louise Lucio were partners in every sense.” Dr. Lucio began his career at San Diego State University, where he served as director of elementary education at the laboratory school. In 1955, Dr. Lucio accepted a position at UCLA’s Graduate School of Education. His scholarly contributions included innovative studies in elementary education, school administration, and teacher performance.

Dr. and Mrs. Lucio shared a unique passion for international collaboration and development. While overseas, Dr. Lucio worked as a consultant for educational programs in the Philippines, Cambodia, and Colombia. At home in Los Angeles, the Lucios graciously welcomed many foreign students and dignitaries. Faculty members at that time attribute the unique sense of community

among colleagues and their families to the Lucios. Each week, they opened their home to host dinner parties, which fostered intellectual stimulation, artistic appreciation, and meaningful friendships.

After a lifelong commitment to education, UCLA, and each other, the Lucios’ legacy will continue in perpetuity at GSE&IS. In 1987, Louise Lucio established the William H. Lucio Fellowship Fund, to which she made annual contributions. The William H. and Louise T. Lucio Fellowship Fund, as it will now be known, will assist extraordinary graduate students in the Department of Education as part of the GSE&IS Dean’s Scholars program. “Graduate student support represents an investment in our future educational scholars and professionals in the region, the state, and beyond; it is my highest priority for private support to GSE&IS. I am grateful to Louise Lucio for her foresight and sincerely hope that others will follow her example,” said Dean Aimée Dorr. “Generosity such as this allows GSE&IS to offer vital assistance to future scholars, teachers, information professionals, and institutional leaders.” Gifts in memory of Louise T. Lucio may be made payable to The UCLA Foundation, and sent to the GSE&IS Development Office, 2043 Moore Hall, Box 951521, Los Angeles, CA 90095-1521. ≈

Commencement 2004

By Amy Gershon

Wilson Plaza was the perfect setting for GSE&IS's 2004 Commencement ceremony. Friends and family members filled the seats and spilled out onto the steps of the Student Activity Center to catch a glimpse of the nearly 350 graduates in attendance.

Dean Aimée Dorr began the ceremony with a warm welcome and then introduced the two student speakers—Leticia Oseguera from Education and Loren Frant from Information Studies. Leticia spoke of education being about discovery, “Discovery of who you are and what you truly value so that you can effect social change and begin social progress.” Loren articulated three reasons why she was proud to be associated with the Department of Information Studies’ class of 2004, the last being that they are all passionate about their chosen profession. She sent the graduates off with a wish and advice, “Best of luck to you all in your lifelong pursuits of liberty, learning, love, and librarianship; and always remind yourself that these things need not be mutually exclusive.”

Dean Dorr then introduced the keynote speaker, Effie Lee Morris. Ms. Morris, nationally recognized as an advocate for children and youth, pioneered the position of children’s specialist at the Library for the Blind in the New York Public Library and became the first coordinator of children’s services at the San Francisco Public Library. Additionally, she was the founding president for the San Francisco chapter of the Women’s National Book Association and one of the founding members of the California Caucus of Black Librarians. In 1981, the San Francisco Public Library renamed the



Education Professor Daniel Solorzano, Information Studies Professor and Chair Virginia Walter, and Dean Aimée Dorr with speaker Effie Lee Morris and friends and family.

collection of illustrated children’s books that Ms. Morris instigated as the “Effie Lee Morris Historical and Research Collection of Children’s Literature.”

Ms. Morris got the crowd going and created a memorable moment when she encouraged everyone to clap the rhythm and cheer, “Good Job! Good Job! G-O-O-D J-O-B! Good Job!” to the 2004 graduates. Ms. Morris spoke movingly of loving what one does and provided valuable tips to the graduates on how to begin a professional life. Ms. Morris closed her speech with a quote from one of her favorite books, *The Little Prince* by Antoine De Saint-Exupry,

“And the [little prince] went back to meet the fox.

‘Goodbye’ said [the little prince].

‘Goodbye,’ said the fox. ‘And now here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye.’

‘What is essential is invisible to the eye,’ the little prince repeated, so that he would be sure to remember.”

The School awarded a total of 324 master’s degrees. The Master of Education degree was awarded to 15 Counseling in Student Affairs’ students, 46 Principal Leadership Institute students, and 178 Teacher Education Program students. The Master of Arts in Education was awarded to 29 students, and the Master of Library and Information Science was awarded to 56 students. The Doctor of Education in Leadership was awarded to 23 students. A total of 51 students were hooded for the Doctor of Philosophy in Education or in Information Studies. The School also recognized the 159 undergraduate students who completed the Education Studies Minor. ≈

Allan Murray Cartter Chair Lecture Featured Professor Derek Bok

By Shaena Engle

Nearly 200 students, faculty, alumni, and friends attended the 2004 Allan Murray Cartter Chair Lecture on May 13 in the UCLA Faculty Center. Renowned lawyer and educator Derek Bok was the featured speaker.

Chancellor Albert Carnesale provided welcoming remarks, followed by GSE&IS Dean Aimée Dorr and Allan Murray Cartter Professor of Higher Education Alexander Astin. Chancellor Carnesale and Dean Dorr recognized Professor Astin, who recently became Emeritus, for his years of service in the Cartter Chair and introduced Professor Walter Allen, who will succeed Professor Astin as the new Chair.

A leading expert in higher education, Professor Bok's talk focused on "The New Agenda for Undergraduate Education," and outlined problems and solutions in



Dean Aimée Dorr, Professor Derek Bok, Chancellor Albert Carnesale, Professor Emeritus Alexander Astin, and Dean Emeritus Lewis Solmon.

the current state of undergraduate education. He also praised Professor Astin's work, "Sandy's work will reverberate through much of my talk today." Bok is the 300th Anniversary Professor and Faculty Chair of the Hauser Center for Nonprofit Organizations. He has been a lawyer and Professor of Law, Dean of the Law School, and President of Harvard University. He has written five books on higher education: *Beyond the Ivory Tower* (1982), *Higher Learning River* (1986), *Universities and the Future of America* (1990), *The Shape of the River* (1998), and *Universities in the Marketplace* (2003). Professor Bok serves

as Chair of the Board of the Spencer Foundation and as Chair of Common Cause. His current research interests include the state of higher education and a project sponsored by several foundations on the adequacy of the U.S. government in coping with the nation's domestic problems.

An endowed chair was established in 1980, followed by a lecture series in 1994, to honor UCLA Education Professor Allan Murray Cartter, who died unexpectedly in 1976.~



Professor Walter Allen, Professor Emeritus Alexander Astin, and Professor Emeritus Burton Clark.

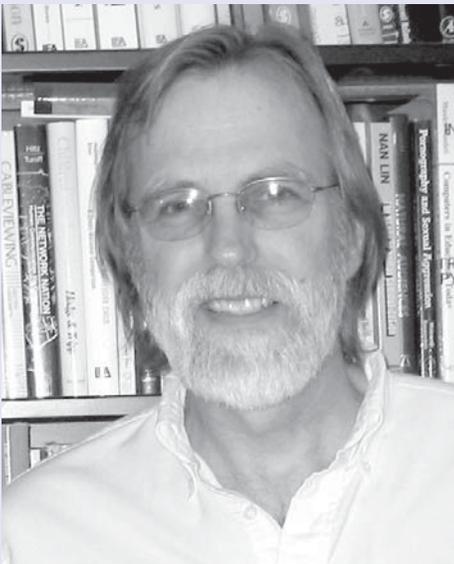
Sandra Graham Appointed Chair of the Department of Education

Dean Aimée Dorr announced the appointment of Professor Sandra Graham as Chair of the Department of Education. Graham follows Professor Daniel Solorzano, who served as Chair for the past three years. Dr. Graham's primary research interests include the study of academic motivation and peer-directed aggression, particularly in African-American children and adolescents. She has been the recipient of the prestigious Independent Scientist Award from the National Institute of

Mental Health, a recipient of the Early Contribution Award from Division 15 (Educational Psychology) of the American Psychological Association, and a Fellow at the Center for Advanced Study in the Behavioral Sciences in Stanford, California. She served on the National Research Council Panel on Juvenile Crime: Prevention, Treatment, and Control. Dr. Graham has published widely in developmental, social, and educational psychology journals. ≈



Education Professor and Chair Sandra Graham



GSE&IS Chief Information Officer Peter Kovaric

Excellence in Technology

GSE&IS Chief Information Officer **Peter Kovaric** was named the 2004 Frank Cofrancesco Excellence in Technology Award recipient in August. The award honors a UCLA premier employee in the technology field.

Superintendents, Continued from Page 3

Co-Director of the National Center for Research on Evaluation, Standards, and Student Testing, who spoke on testing accountability provisions of the No Child Left Behind legislation.

“Due to the success of the SLC meetings, we are expanding to include superintendents from the Orange and Ventura Counties for the 2004-05 academic year,” said Harry Handler, Adjunct Professor at GSE&IS.

If you are interested in joining the Superintendents' Learning Community or would like more information, please contact Harry Handler, 310/267-4568 or handler@gseis.ucla.edu or Bruce Newlin, 310/825-1104 or newlin@gseis.ucla.edu. ≈

Dean's Scholars Dinner

Thursday, November 18, 2004 at 6:00 p.m.

For more information or to receive an invitation, please call the Office of Development at (310) 206-0375.

Celebrating 15 years of scholarship and philanthropy

In Brief

FACULTY HONORS AND ACHIEVEMENTS

Education Associate Professor **Alison Bailey** received the Faculty/Staff Partnership Award from the Staff Assembly for successful collaboration with staff in the research, teaching, and service areas.

Education Professor and GSE&IS Dean **Aimée Dorr** received the 2004 Oliver Johnson Award for Distinguished Senate Leadership at the Annual Senate Chairs' Dinner on July 21. The award is given biennially to a member of the UC faculty who has performed outstanding service to the Academic Senate.

Education Professor **Patricia McDonough** gave a keynote address on French sociologist, anthropologist, and philosopher Pierre Bourdieu at the International Sociological Association in Lisbon in July 2004. She has also joined the editorial board of *Sociology of Education*.

Education Associate Professor **Marjorie Faulstich Orellana** was the keynote speaker at the Linguistic Minority Research Institute meeting in Santa Barbara in May 2004. She presented her paper, "Translating as a Family Literacy Practice in Immigrant Households."

Education Professor **Val Rust** gave the keynote address, "Postmodernism vs. Globalization: The State of the Debate," at the annual conference of the Comparative and International Education Society in March 2004.

Information Studies Professor **Virginia Walter** received the 2004 Distinguished Service Award from the Association for Library Service for Children at the American Library Association's annual conference in Orlando in June 2004.

FACULTY PUBLICATIONS

Education Professor Emeritus **Burton R. Clark** published *Sustaining Change in Universities: Continuities in Case Studies and Concepts* (Open University Press, 2004). The book expands upon his earlier work, *Creating Entrepreneurial Universities* (Pergamon-Elsevier, 1998), including fourteen internationally distributed case studies and a conceptual framework that outlines transformation and sustainability in highly proactive universities. The book was formally launched at the 26th Forum of the European Association of Institutional Research held in Barcelona in September 2004.

Education Professor **Ronald Gallimore** published "What a Coach Can Teach a Teacher 1975-2004: Reflections and Reanalysis of John Wooden's Teaching Practices," in *The Sport Psychologist*.

Education Professor **Peter McLaren**, with graduate student **Nathalia Jaramillo**, published "A Moveable Fascism: Fear and Loathing in the Empire of the Sand," in *Cultural Studies/Critical Methodologies*.

Education Assistant Professor **Rashmita Mistry** published "Family Income and Its Relation to Pre-School Children's Adjustment for Families in the NICHD-Study of Early Child Care," in *Developmental Psychology*.

Education Professor **Mike Rose** published *The Mind at Work: Valuing the Intelligence of the American Worker* (Viking-Penguin, August 2004). The book addresses the split in our culture between "hand work" and "brain work" and the problems created by that way of thinking about intelligence, work, and schooling.

Education Assistant Professor **William A. Sandoval**, with Education doctoral student **Kelli Millwood**, authored "The Quality of Students' Use of Evidence in Written Scientific Explanations," in *Cognition and Instruction*. He was also chosen to edit a special issue of *Educational Psychologist* on design-based research methods in education.

Education Associate Professor **Michael Seltzer** contributed a chapter, "The Use of Hierarchical Models in Analyzing Data from Experiments and Quasi-Experiments Conducted in Field Settings," to *The Handbook of Quantitative Methodology for the Social Sciences* (Sage Press, 2004). The handbook consists of six sections devoted to various key areas of quantitative methodology.

Education Assistant Professor **Yeow Meng Thum** published "Paying for High and Low Quality Teaching" in the *Economics and Education Review* and "Some Developmental Characteristics in the Acquisition of Determiners in English (with Education Associate Professor **Alison Bailey**)" in the *Journal of Psycholinguistic Research*.

STUDENT ACHIEVEMENTS

Education Graduate Students **Greg Martin**, **Nathalia Jaramillo** and **Noah De Lissovoy** presented speeches at the grand opening of La Fundación McLaren de Pedagogía Crítica at the Universidad de Tijuana in Tijuana on June 30, 2004.

Library and Information Studies (now known as Information Studies) graduates **Wright Rix**, **Melinda Chesbro**, **Tibi McCann**, **John Helmer**, **Ruth Wallach** and **Gregg Silvis** are featured in the July edition of *Library Journal* highlighting career paths of 1988 library school graduates. ≈



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