

Jim Kennedy Takes on Role of Principal at Corinne A. Seeds University Elementary School

by Laura Weishaupt and Shaena Engle

Jim Kennedy wasn't looking for a new job when he first heard about the opening for a principal at Corinne A. Seeds University Elementary School (UES), the laboratory school of GSE&IS. In fact, he was well into the fourth year of a 10-year plan for goals he wanted to accomplish at the helm of Magnolia Elementary School, a public school in downtown Los Angeles that serves predominantly low-income families. As someone who enjoys the challenges of urban education, being at Magnolia was ideal. "Every day I had a hand in the important, difficult issues we're faced with in public schools," Kennedy said.

Having strong ties to UCLA—he holds a master's degree in school administration and a doctorate in educational leadership and has hired seven teachers from the GSE&IS Teacher Education Program for Magnolia—it wasn't long before he heard about the search UES was conducting and became intrigued.

The more he talked to people about the laboratory school, he said, the more he realized this new opportunity offered a chance to grow as an educator and also to enrich the educational experience of the students he has always felt passionate about helping. "I realized the work UES stands for is about the bigger picture and what's happening in urban education, not just within the walls of one school, but throughout our city, and in other cities," he said.

So Kennedy plunged into the application process and in the spring was chosen from among a pool of candidates to lead UES. His appointment as the Carol L. Collins Principal's Chair began July 1, 2007.

"Jim brings a great deal of energy, insight, and skill to UES," said GSE&IS Dean Aimée Dorr. "He is bilingual in Spanish and English, has demonstrated a strong commitment to providing quality education for children in a variety of settings, and understands the value of research and outreach in supporting schools—these are tremendous assets for the laboratory school and for GSE&IS, as well as for the larger education community."

Prior to Magnolia, Kennedy was principal of Vintage Magnet School in North Hills, a math/science/technology magnet school with a highly diverse student population. He also has supervised the mathematics programs at various elementary schools in the Los Angeles Unified School District and taught math methods and elementary research methods courses at California State University, Northridge to teachers and aspiring administrators.

For the coming academic year Kennedy's main priorities will be those outlined in the UES Strategic Change Initiative (SCI), which was recently developed through work groups and meetings involving UES parents, teachers, and staff and GSE&IS faculty and staff.



Jim Kennedy, Principal of Corinne A. Seeds University Elementary School

"A lot of work has gone into observing and assessing and setting priorities and goals," he said. "I've met with representatives from all the teams, and there are a lot of good recommendations for what needs to be done. That's been a great help to me."

SCI focuses on three main areas, including 1) measurably advancing the school's performance in the areas of professional development, curriculum enhancement, communications and outreach, diversity and inclusiveness, and faculty and staff recruitment; 2) bringing together expert resources and research on best practices in elementary education; and 3) implementing positive, visible changes based on the strategic plan.

With this work as a foundation for strengthening how UES operates, Kennedy said he sees even more clearly the potential for the school to expand its influence.

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Dean's Message

On June 16, GSE&IS ended the 2006-07 academic year with an exuberant and inspiring commencement ceremony in beautiful Wilson Plaza at the foot of the Janss Steps. The 360 or so Education and Information Studies students who participated in the event and the 100 or so who didn't are all now part of a distinguished group – our alumni. So too are the 50 or so youngsters who completed their education at our Corinne A. Seeds University Elementary School (UES).

A University of California President once observed that UC graduates are the best means of sharing the university's knowledge and expertise. Wherever they go in the world, they take UC with them and share it with others.

Our Education and Information Studies graduates do that for GSE&IS. They become dedicated, effective scholars, professionals, and policy makers who put what they have learned with us to work in the world.

Of last year's graduates, about 200 are doing so as highly qualified teachers and administrators in Los Angeles' most under-served schools. About 90 are doing so as library professionals, archivists, and information specialists who manage all aspects of information creation, authentication, acquisition, organization, preservation, and use. About 50 are well on their way as the new generation of college faculty in education and information studies, and the remainder bring their expertise to positions as student affairs officers, community college administrators, and a variety of other endeavors.

UES graduates are just as remarkable as are graduates of the "big school." Young people leave UES with superb academic knowledge and skills. These assets and the love of learning, self motivation, interpersonal skills, and humanity that UES nurtures are valued in every middle school UES graduates attend.

This year we celebrate the 125th anniversary of UES's founding in 1882 and begin a series of celebrations of the 50th anniversary of the School of Library Services. We invite all of our alumni and friends to join in the festivities (please contact pierson@gseis.ucla.edu to indicate your interest).

If you want to know more about the history of GSE&IS, a short pictorial version can be found at www.gseis.ucla.edu/news/gseis_history.pdf. You'll learn that UES and what became the Graduate School of Education both began in 1882; the forerunner of today's Information Studies Department began in 1958. By now, there are a lot of graduates who are taking or have taken GSE&IS out to our community, state, nation, and world!

As I write this message, the 2007-08 academic year is well underway. GSE&IS's hallways and classrooms are full of students, the UCLA campus positively hums with people, and parking is once again scarce. Even the weather affirms that Fall Quarter has arrived. We are very busy working with students who will soon enough be our graduates – another set of well prepared alumni who take the best of GSE&IS with them and share it with people wherever they are. *



Aimée Dorr, Dean

Dean

Convocation

by Amy Gershon & Shaena Engle

On September 26, 2007, more than 350 enthusiastic incoming students attended the GSE&IS convocation held in Moore Hall. Dean Aimée Dorr welcomed the new students, provided a short history of GSE&IS and our mission statement, and introduced department chairs Anne Gilliland (Information Studies) and Sandra Graham (Education). Education Associate Professor Tyrone Howard and Information Studies Professor Virginia Walter received Distinguished Teaching Awards. Education Assistant Professor Rashmita Mistry and Education Associate Professor Marjorie Faulstich Orellana received the Harold and Lois Haytin Award for Outstanding Research in Teaching and Learning, made possible by a gift from the grandparents of two Corinne A. Seeds University Elementary School (UES) alumni. The award is presented each year to a researcher or group of researchers for exceptional work done at and related to classroom practice at the elementary school.

Professor Gilliland announced and presented the Information Dissertation Proposal Award to Yang Lu and announced the Information Studies Diversity Paper Award was awarded to Leah Kerr (who was unable to attend). Professor Graham announced and presented the Education



From left to right: Education Department Chair Sandra Graham, Education Associate Professor Tyrone Howard, Dean Aimée Dorr, Information Studies Professor Virginia Walter, and Information Studies Department Chair Anne Gilliland.

Prize in Memory of Leigh Burstein to Moti Hara, the Education George Kneller Prize to Arshad Ali, Brian Johnstone, and Lauren Wells, and the Education Distinguished Teaching Assistant Award to Rema Reynolds.

Office of Student Services Director Amy Gershon presented an overview of the services her office provides and introduced her staff. Students Kimberly Kelly and Miloni Gandhi from the UCLA Graduate

Students Association in Education and Kirby McCurtis from the Information Studies Student Governing Board also provided welcoming and informational speeches to the students. After meeting for breakfast, visiting information service tables and attending convocation, the new students gathered on the Moore Hall lawn for lunch and later attended various area meetings to learn more about the specifics of their programs. *

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“With the research and outreach work already happening at UES, being part of UCLA and having the resources of the broader UES community, there’s tremendous opportunity to move the school’s work out into the city with greater impact,” he said.

In fact, he already has been working on what that might look like, namely setting up community-based classrooms that are part of UES but are located in the

neighborhoods of families the school and GSE&IS most want to reach, those who may never have (because of finances or logistics) the opportunity or ability for their children to attend classes in Westwood, he said.

As Kennedy envisions it, families would enroll their children in UES and have UES teachers, but the children would attend class closer to home, in neighborhoods such

as Pico Union or South Central Los Angeles.

“I think we can provide a tremendous new resource for GSE&IS to do research and teacher education,” he said. “I’m excited to be able to help UES move forward in being at the leading edge of addressing the challenges that urban schools face. Being a laboratory school at UCLA we have the perfect opportunity to do so.” *

Linda Sax Assumes New Role in GSE&IS

by Shaena Engle

Linda Sax, Associate Professor in the Department of Education's Higher Education and Organizational Change Division, has been selected as the founding faculty director of the new Masters of Education in Student Affairs program. Her research focuses on gender differences in college student development and how institutional characteristics and peer group and faculty environments differentially affect male and female college students.

Although this is a new tenured position, Sax has served in a variety of capacities over the years in UCLA's Graduate School of Education & Information Studies. As an in-residence faculty member, Sax chaired the committee that developed the new master's program. Sax also served as Director of the Cooperative Institutional Research Program (CIRP) for eight years and Associate Director of the Higher Education Research Institute (HERI) for eleven years. She was responsible for the field research, design, publication, and management for a number of surveys including CIRP's annual survey of incoming freshmen, annual surveys of continuing college students, and a triennial survey of college faculty.

Sax used data from the CIRP surveys to prepare *The Gender Gap in College* (Jossey-Bass, 2008). The book examines and identifies factors that account for a wide variety of gender differences among male and female college students. "There is a large body of research on how college affects students, but there is little understanding of how college differentially affects women and men," said Sax. "I wanted to explore how women and men are affected by various experiences in college, such as interactions with their peers and faculty."

According to Sax, one of the most important findings is that students' interactions with professors have a very different impact for women than they do for men. "Women tend to be affected more in terms of their psychological well-being and sense of self," said Sax. In her research, she found that institutions where faculty

provided support and encouragement to female students had a significant and positive effect on the students' self esteem and academic confidence. The opposite was found when faculty provided critical feedback or were viewed as unsupportive by female students.

Additionally, the research revealed that for female students, leaving home to attend college helped promote a sense of independence and confidence. "Many families believe it is better for their daughters to stay close to home and attend local colleges, but the research indicates that it is more beneficial for female students to attend campuses farther from where they grew up," said Sax. She also noted that unfortunately this is not always possible given the high costs of going away to college, especially for the growing number of low-income women enrolling in higher education.

For the past two years, Sax has also been researching the differences between students who attend single-sex high schools and co-educational high schools, a project funded by the American Association of University Women (AAUW) Educational Foundation. Utilizing results from HERI's 2005 College Freshman Survey, the project examines the ways in which single-sex high school students differ from co-educational high school students in their transition to college.

Sax found that for women, single-sex education prior to college is particularly beneficial in the preparation of females for mathematics and science fields. An interesting finding for men who attend single-sex high schools is that they tend to become more conservative and traditional in their viewpoints about gender equity than do their co-ed counterparts. Sax is continuing this research over the next year with the support of the National Coalition of Girls' Schools.

In her new role as faculty director of the Masters of Education in Student Affairs



Education Associate Professor Linda Sax

program, Sax will be responsible for overseeing all academic aspects, including the curriculum, admissions, and exams. The new program is a partnership between the Graduate School of Education & Information Studies and UCLA's Division of Student Affairs and is housed within the GSE&IS Division of Higher Education and Organizational Change.

"I am thrilled to be taking a leadership role in the new master's degree program, and to have the opportunity to work with the program's co-director Ronni Sanlo and other outstanding colleagues from UCLA Student Affairs. I spent more than a decade overseeing much of the research and data collection for both CIRP and HERI and feel very fortunate now because I am in a position where I can provide students with the tools to understand and apply the research findings," said Sax.

Sax received her BA degree in political economy from the University of California, Berkeley and her MA and PhD degrees in education from UCLA. She is the recipient of the 1999 Early Career Award from the Association for the Study of Higher Education and the 2005 University Scholar-in-Residence Award from AAUW. She has authored numerous articles, book chapters, and monographs on higher education trends and gender differences in college student development. Recently, she was chosen as one of two 2007-08 fellows for the Sudikoff Family Institute for Education & New Media. *

Daniel Solorzano: Inspiring Future Teachers

by Shaena Engle

Education Professor Daniel Solorzano never imagined that his first teaching job would be instructing teenagers at a youth detention center. As a result of a chance meeting with an old high school friend, Solorzano was recruited to teach Social Science at Los Angeles County Central Juvenile Hall. Directly after receiving his BA in Sociology/Chicano Studies, he joined the federally funded Teacher Corps program. “My experience with Teacher Corps was very helpful. I went through an extensive training program,” said Solorzano. “Students were at the facility for varied lengths of time so we had to create different curricula to fit each student’s needs.”

After leaving the Teacher Corps program, Solorzano taught at a variety of colleges including California State University Northridge, East Los Angeles College, Santa Monica College, and Loyola Marymount University while completing two master’s degrees (Urban Education, Loyola, ’74 and Educational Policy, Claremont, ’83) and a PhD (Sociology of Education, Claremont, ’86). After obtaining his PhD, Solorzano completed three postdoctoral studies programs. In 1988, he joined the Sociology Department as an Assistant Professor at California State University Bakersfield.

A call from Education Professor Jeannie Oakes brought Solorzano to UCLA. “Jeannie had, and continues to have, a vision of what makes for good schooling for minority students. After talking with her and others during the interview process, I realized I shared a similar vision about education,” said Solorzano. “This social justice vision is much more advanced today than it was in 1990 and part of what keeps me at GSE&IS is that the vision keeps evolving,” he said.

Professor Oakes also recruited Solorzano to become Associate Director of the University of California All Campus Consortium on Research for Diversity (UC



Education Professor Daniel Solorzano

ACCORD), a multi-campus research unit that conducts and disseminates research devoted to a more equitable distribution of educational resources and opportunities in California’s public schools and universities. “The most important role we have is to keep the agenda of educational equity on the public policy table,” said Solorzano.

Solorzano works with Professor Oakes, Director of UC ACCORD, on several activities designed to advance the multi-campus research unit’s agenda. UC ACCORD awards approximately ten dissertation fellowships each year to doctoral students throughout the University of California. Additionally, Solorzano helps coordinate a yearly three-day conference where current and past UC ACCORD dissertation fellows, faculty members who have been awarded grants, and various political and community leaders meet to share and present research. “Some of the most cutting edge work in the country is being done by these young scholars,” said Solorzano. UC ACCORD also provides junior faculty seed grants, ranging from \$5,000 to \$10,000, to begin preliminary pilot work on research projects. Participants utilize their research to write and provide policy briefs that are distributed to policymakers, media outlets, and educational publications and organizations.

For the past three years, Solorzano has also served as Associate Director of the Chicano Studies Research Center. Each year, Solorzano organizes a day-long Latino/Latina Educational Summit focusing on issues related to policy and practice on Latino/Latina research. This year’s conference focused on community colleges and resulted in opportunities for graduate students to write and publish reports and policy briefs. “Everything we do focuses on making sure that we look after our students and provide opportunities to enrich their academic life,” said Solorzano. “Throughout my career it has been my goal to commit myself to students as best I can in any way that I can.”

This belief, along with decades of teaching experience, led to Solorzano receiving two prestigious awards. Solorzano was awarded both the annual 2006 Department of Education’s Distinguished Teaching Award and the campus-wide 2007-2008 Academic Senate’s Committee on Teaching Distinguished Teaching Award. “These two awards are the most important awards I have ever received and I am not sure they can be surpassed,” said Solorzano. “They are acknowledgements of something I really hold dear to my heart, and that is teaching.”

One of the most successful methods Solorzano utilizes in the classroom is the combination of the Language Experience and Freirian approaches. “When I first started teaching in Juvenile Hall, I had to determine a successful way to teach literacy skills to young adults,” said Solorzano. When he asked his students to express what was important to them, they would talk about their communities. “I bought a camera and took pictures of the places they told me about,” said Solorzano. He showed slides of the pictures and provided a tape recorder to each student. “I asked students to comment on the slides. At night, I typed out transcripts of their recorded comments and

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Alumni Making a Difference

by Shaena Engle

Alumnus Farshad Rastegar began traveling to far away countries as a teenager, leaving his family in Iran at the age of 14 to attend high school in Oregon. A lifelong interest in eliminating poverty led Rastegar to pursue the field of education. “It was clear to me that education is the core sector – a pre-requisite if you would – for reducing poverty,” said Rastegar. After receiving a BA in Sociology from the University of Seattle, Rastegar entered the master’s program at UCLA’s Graduate School of Education (GSE) in 1981. “The wealth of resources at UCLA put at the student’s disposal was mind boggling compared to what even some faculty had at major universities on the East Coast.”

While doing field research in Pakistan, Rastegar became familiar with the work of international aid agencies. He soon was offered a job at the Agency Coordinating Body for Afghan Relief, an umbrella organization representing national and international humanitarian organizations working in Afghanistan. “I came on board in 1989, a year after the organization started and was responsible for starting the Information & Resource Center for the organization. This included setting up systems, recruiting staff, and coordinating all communication efforts for the participating NGOs (Non-Governmental Organizations),” said Rastegar.

He returned to UCLA and completed his PhD in education, specializing in comparative and international education, in 1991. While working on his dissertation in the summer of 1990, an earthquake hit his native Iran and sparked a spontaneous community response in Los Angeles to organize relief shipments to the quake victims. “The disaster brought together many different religions and political elements in the Iranian community in LA,” he said. “Founding Relief International (www.ri.org) in some aspects was a way to keep balance between the academic and the practical.” Rastegar is founder, President, and Chief Executive Officer of the



Farshad Rastegar

humanitarian aid agency focusing on assisting refugees and disaster victims.

“We differ from other non-profit organizations because we view each situation in its entirety. Our approach is to analyze the particular humanitarian as well as developmental needs of a community and address those rather than arrive upon a community with cookie-cutter solutions,” said Rastegar. Relief International’s constant and underlying methodology is to transition societies from relief to development and from centralized to market economies.

Rastegar believes that education is critical in transforming communities from relief to development. “In all of our programs we put a heavy emphasis on capacity building of national teams within our agency as well as on providing educational opportunities to the beneficiary communities. It is clear to us and the world at large that without basic literacy for both its males and females a population will remain forever vulnerable to poverty,” he said.

One of Rastegar’s goals is to develop a closer relationship with UCLA and GSE&IS. “We would like to provide more internship opportunities for students and practical research opportunities for scholars in the field of relief and development,” said Rastegar. Farshad Rastegar may be reached at: ceo@ri.org.

Information Studies alumna Loren Frant was also drawn to GSE&IS because of the



Loren Frant

many opportunities available to students. “The plethora of jobs and internships on campus and in the Los Angeles area was fantastic. The department’s support of these opportunities is tremendous,” said Frant. “We could seek out mentors and we had so many people to learn from.”

After receiving her BA in American Studies from Cornell University, Frant worked as a cataloger at the Survivors of the Shoah Visual History Foundation. “I heard survivors’ experiences first hand and I became immersed in the history of the World War II and post-war time period,” she said. Before entering graduate school, Frant worked as a Collections Consultant at Quester Systems, where she trained clients throughout the country on museum automation systems.

She also worked for SEI Information Technology, where she served as a technical writer and consultant delivering technology solutions to a variety of clients in entertainment and finance corporations.

While at GSE&IS, she worked as a reference desk assistant at UCLA’s College Library and as an assistant museum scientist at the UCLA Fowler Museum of Cultural History. “The college library position put me on the front lines of service where I honed my reference interview skills and became familiar with the range of inquiries of an active undergraduate library. At the Fowler Museum I worked on their collections management system, completing data clean-up projects and creating custom

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reports. Both of these jobs afforded me the opportunity to put my classroom learning into practice,” said Frant.

In the summer of 2003, Frant traveled to KwaZulu Natal in South Africa and served as a volunteer librarian for the World Library Partnership. “My participation in the World Library Partnership really opened up my eyes to new definitions of what a library is,” she said. While in South Africa, Frant worked with other volunteer librarians and collected materials, taught classes, and organized a group of student workers for a primary school library. “I think the most important thing that we shared with the school was our enthusiasm for libraries.”

After obtaining her master’s degree in Library and Information Science in 2004, Frant accepted a position as an associate fellow at the U.S. National Library of Medicine (NLM) in Bethesda, Maryland.

NLM is one of the institutes of the National Institutes of Health and it is the world’s largest medical library. During her year-in-residence, she learned about NLM’s operations and conducted special projects, including researching best practices for NLM’s digital archives. “I went from the UCLA IS program directly into the associate fellowship program at the National Library of Medicine. This was a great transition for me because I got to see all of the concepts I learned about in my classes in action at a national library. This reinforced what I’d learned at GSE&IS and made me even more prepared for the position I have now,” she said.

In 2005, Frant became a systems librarian at NLM and began working on the management team for MedlinePlus and MedlinePlus en Español, a consumer health website serving over 13 million visitors each month in both English and Spanish. In her current position, Frant teams with

other librarians to deliver site redesigns and database improvements, execute test plans, troubleshoot bugs and problems, manage relationships with licensed content providers, evaluate Internet health information, create and maintain data entry and content selection policies, design training curriculum, and train new staff. “I can’t think of one class that I took at UCLA that does not play into my everyday work. I continually draw on my courses in cataloging, collection development, organization of information, and information technology,” she said.

Frant’s international and non-profit experience filled her with a passion for providing services that impact the areas where she works. “I love the job that I have now. I am part of something that helps people and has a positive impact on people’s lives. My goal is to always feel this way about the work that I am doing, no matter what or where it is,” she said. *

Information Studies Doctoral Students Receive Spectrum Doctoral Fellowships

by Shaena Engle

Incoming Information Studies doctoral students Liladhar Pendse and Vivian Wong have both received Spectrum Doctoral Fellowships. Funded by the Institute of Museum and Library Services, the fellowships are designed to increase racial and ethnic diversity among the profession’s next generation of leaders. The Spectrum Doctoral Fellowship program provides a total of ten new full-time library and information science doctoral students full tuition support and annual stipends totaling \$20,000.

“It is an honor to receive this fellowship,” said Pendse. “I chose to be a student at GSE&IS because of the uniqueness of the program.”

“I believe the UCLA Information Studies program is the ideal place for me to learn, develop, and be trained in the information and archival fields. I look forward to studying with Professor Anne Gilliland whose work in archival studies, framing it in a multiethnic, cultural context, is of great interest to me. Additionally, I look forward to working with Professor Clara Chu. I feel that their experience and expertise, as well as the general excellence of the program, will help me achieve my long-term goals,” said Wong.

The Department of Information Studies at UCLA is one of ten library and information programs nationwide participating in the program. The Spectrum Doctoral Fellowship program builds on the success of the American Library Association’s Spectrum Scholarship program, which has provided funding to 415 individuals pursuing United States master’s degrees or school media certification since 1997.

The ten participating schools include UCLA, the University of Arizona, the University of Michigan, the University of Pittsburgh, Rutgers University, Simmons College, Syracuse University, the University of Tennessee at Knoxville, the University of Texas at Austin, and the University of Wisconsin at Madison.

The Spectrum Doctoral Fellowship is open to applicants of American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander heritage who are citizens or permanent residents of the United States and who exhibit intellectual curiosity, interest in the Library and Information Science field, and evidence of the ability to excel as a scholar or executive administrator in the field. *

Top Academic Leaders Attend 2007 UCLA Senior Fellows Program

by Shaena Engle

Fourteen top leaders in the college and university library field attended the three-week Senior Fellows Program held in the GSEIS building on the UCLA campus from August 6 through August 24.

The librarians, deans, and directors of libraries were chosen as UCLA Senior Fellows for 2007 after a nationwide competition.

The intensive learning program featured selected faculty and invited speakers to discuss key topics in the academic library field such as the emergence of new leadership styles and expectations, issues in higher education, the role of special collections in the academic library, information technology trends, and information policy challenges.

“The program offers a rich environment for debate and discussion, a chance for reflection and study, and an opportunity to network with other top leaders in the academic library field,” said Beverly Lynch, UCLA information studies professor, director of the program, and herself a Senior Fellow in 1982.

Structured around a variety of learning experiences including lectures, case studies, field trips, and informal group study periods, sessions were held each morning with afternoons devoted to study and recreation.

The 2007 Fellows include Sue Baughman, assistant dean of organizational development at the University of Maryland; Nigel

Butterwick, associate director for user services at University of Notre Dame; Karen Calhoun, vice president of OCLC (Online Computer Library Center) WorldCat and Metadata Services; Jon E. Cawthorne, associate dean of libraries at San Diego State University; Judith C. Consales, associate university librarian for sciences at UCLA’s Darling Biomedical Library; Tabzeera Dosu, director of financial services and business operations at the University of Virginia; John A. Lehner, assistant dean for personnel and planning at the University of Houston; Laurel Minott, assistant university librarian for public services at Northwestern University; Lisa Moske, director of systemwide electronic information resources at the California State University Office of the Chancellor; Jennifer F. Paustenbaugh, associate dean of libraries for planning and assessment at Oklahoma State University; Laura Probst, head of public services, Penn State University; Ellen Safley, senior associate director for public services and strategies at University of Texas at Dallas; Bradley Schaffner, head of Slavic division at Widener Library at Harvard University; and Laura C. Wood, librarian at the Andover-Harvard Theological Library at Harvard Divinity School.

The Senior Fellows Program was first established in 1982 with the support of the Council on Library Resources, UCLA, and the institutions represented by the participating fellows. More than 200 academic library leaders have participated in the program. The program is conducted every other year; 2007 marks the 14th year the program has been held. *

Daniel Solorzano, Continued from page 5

gave them to each student. It became a very successful way to teach students to read.”

Solorzano continues to use photography in his classes as a teaching tool. “When I teach in our Teacher Education Program (TEP), I encourage students to take pictures of the communities where they will be teaching,” he said. “It allows TEP students, in a very literal way, to view communities through their own lenses and see them as sources of community cultural wealth.”

Solorzano is currently integrating his love of photography into a research project. For the past three years, he has been compiling photographs and documentation at the Library of Congress about the 1950

Supreme Court case of George McLaurin vs. Oklahoma State Board of Regents. After suing the University of Oklahoma for rejecting McLaurin on racial grounds, McLaurin gained entry to the University’s doctoral program in Educational Administration. As a condition of his admission and as part of Jim Crow laws in the state, the University required McLaurin to sit in an alcove away from other students and to sit in separate areas of the library and cafeteria. McLaurin and the NAACP sued the University again in 1948 and won in 1950. Solorzano became interested in the case after seeing a picture of McLaurin in an exhibit on the 50th Anniversary of Brown vs. Board at the American History Museum in Washington DC.

A copy of the photo currently hangs in Solorzano’s office. “This was a very significant case and a precursor to Brown vs. the Board of Education,” said Solorzano. In the fall, he plans to write several papers using the information he has collected at the Library of Congress. “In a way, I have come full circle,” said Solorzano. “When I started teaching, I began using visuals as a learning tool. Now I am bringing archival photos back to my classrooms to discuss race and racism,” he said.

Solorzano says that his students throughout the years often ask him how they can repay him for all of his help in forwarding their careers. “My response is always the same. I always tell them the way to give back to me is by giving to someone else.” *

Commencement 2007

by Amy Gershon and Shaena Engle

A total of 364 students participated in GSE&IS' 2007 Commencement ceremony held in Wilson Plaza. Graduates, friends, and family members attended a reception of champagne, sparkling cider, cookies, and fresh strawberries following the ceremony.

Education student Valerie Hall began the ceremony with a wonderful rendition of the National Anthem. Dean Aimée Dorr then began the program with the official "Call to Order" and introduced two student speakers – Valerie Hall from Education and Gregory Hom from Information Studies – who spoke movingly of their respective fields of study and how being at UCLA impacted them and their concept of service to others.

Hall spoke about the current challenges that educators face and the importance of focusing on the possible instead of the impossible. "With the perspective of time and experience, teachers can see students on a trajectory, can help them see what they are capable of, and help them continue to believe their goals are possible, especially when life circumstances threaten to take that belief away." She recounted how events in her personal life made finishing her PhD often seem impossible but the support of her professors and fellow students helped her achieve her goal. "I believe it is actually in bridging that critical gap between a student's dependence and independence, between ambivalence and motivation, between impossibility and

certainty, where we as educators find our most valuable work," said Hall.

Hom spoke about the role of information studies in communities, citing events of significance in the past few years. These included debates about the role of public libraries and their funding, closure of significant libraries including those of the Environmental Protection Agency and NASA, the first joint Conference for Librarians of Color at the American Library Association conference, and his fellow students working with incarcerated youth to inspire reading and learning. "I believe that our choice of work makes us public intellectuals, whether we are on the reference desk or cataloging materials, because the consequences of our work are social," said Hom.

Dorr then introduced the keynote speaker, Dr. Pedro Noguera. A professor at the Steinhardt School of Education at New York University and executive director of the Metropolitan Center for Urban Education, Noguera's research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera is also co-director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS) and has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. Additionally, he has done research on issues related to education and economic and social development in the Caribbean, Latin America, and several other countries throughout the world.

Noguera spoke about the importance of creating a career that both utilizes education

and also has an impact on the world. "To see yourself as a person who can make a difference you must believe that you have the capacity to create options that presently do not seem to exist, to see beyond what seems possible, to alter the course of events and trends even when the present conditions seem overbearing and change seems unlikely," he said. "Since making a difference is not the same as making a living, choosing to find ways to make a difference such that you contribute toward making the world less unjust and less violent, making the environment less toxic and more sustainable, and furthering efforts to ease the degree of suffering while simultaneously furthering the extent of hope and possibility, forces one to think big."

Noguera closed his speech by suggesting graduates "do something that allows you to use your education, your talents, and your intellect to contribute to the greater good."

GSE&IS awarded graduate degrees to 400 students and recognized 149 students who completed an undergraduate minor in Education Studies. A total of 346 master's degrees were awarded. The Master of Education degree was awarded to 14 Counseling in Student Affairs students, 46 Principal Leadership Institute students, and 157 Teacher Education Program students. The Master of Arts in Education was awarded to 40 students, the Master of Arts in Moving Image Archive Studies was awarded to 4 students, and the Master of Library and Information Science was awarded to 85 students. The Doctor of Education in Leadership was awarded to 17 students. A total of 37 students were awarded the Doctor of Philosophy in Education or in Information Studies. *

In Brief

Faculty Honors and Achievements

Education Professor and CRESST co-director **Eva Baker** was awarded the Henry Chauncey Award for Distinguished Service to Education and Assessment Science from the Educational Testing Service at their Invitational Conference in San Francisco in September. Additionally, Baker and CRESST senior researcher **KC Choi** were awarded a \$400,000 grant from the Institute of Education Sciences, U.S. Department of Education to develop advanced cutting-edge latent variable regression hierarchical models for growth modeling studies.

The **Corinne E. Seeds University Elementary School** was among several UCLA organizations honored by the City Council of Culver City on July 9th in their celebration of "UCLA Pride in Our Community Programs Week." The Early Literacy Institute and the Creating a Thinking Curriculum Institute were identified as programs that made a difference in the lives of students in the Culver City community.

Education Professor **Kris Gutiérrez** was selected by the National Academy of Sciences to serve on the U.S. Department of Education's

Reading First Advisory Committee. The three-year term began in August.

Education Professor **Sandra Harding** has been chosen as a Phi Beta Kappa visiting lecturer for 2007-2008 and will present papers and seminars on nine U.S. college campuses in March and April.

CRESST Director **Joan L. Herman** was elected to serve a 3-year term (2007-2010) as a member of the American Educational Research Association's (AERA) Association Council and the Executive Board.

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Twenty-four high school students from UCLA's **Institute for Democracy, Education, and Access (IDEA)** summer session presented research focusing on the dropout crisis in LAUSD schools at Los Angeles City Hall in August.

California Reading and Literature Project Co-Director **Carol Jago** was elected vice president of the National Council of Teachers of English (NCTE).

Education Professor **Peter McLaren** presented the keynote address, "Teoría de la Complejidad y Propuestas Alternativas en Educación," in July at the International Symposium at the Universidad de Tijuana in Tijuana, Mexico. Additionally, he was the keynote speaker at the 2nd World Assembly of the International Council on Education for Teaching in conjunction with the 7th Annual Border Pedagogy Conference on July 17th at the University of San Diego in San Diego, California.

Education Assistant Professor **Rashmita Mistry** and Education Associate Professor **Marjorie Faulstich Orellana** received the Harold and Lois Haytin Award for Outstanding Research in Teaching and Learning, made possible by a gift from the grandparents of two Corinne A. Seeds University Elementary School alumni and friends of GSE&IS.

Information Studies Professor **John Richardson** presented "Harriet G. Eddy: Cross-Cultural Influences" at the Society for

Social Studies of Science in Ontario, Canada in October. Additionally, he presented "Bologna Update" at NAFSA (Association of International Educators): Association of Bologna Task Force Region XII in San Francisco in November.

Education Professor **Carlos Alberto Torres** was the keynote speaker at the University of Seoul and the Korean Educational Development Institute in August. Additionally, he presented the keynote address at the World Educational Forum in Mogi das Cruzes, Brazil in September.

Education Assistant Professor **Jeffrey Wood** received a grant from the National Institute of Mental Health for "Attendance Problems in Urban Schools and Youth Psychosocial Development."

Faculty Publications

Education Professor Emeritus **Alexander Astin** authored *Mindworks: Becoming More Conscious in an Unconscious World* (Information Age Publications, 2007).

Education Professor **Peter McLaren** and recent Education PhD graduate student and Assistant Professor of Education at Purdue University **Nathalia Jaramillo** authored "Katrina and the Banshee's Wail: the Racialization of Class Exploitation" for *Cultural Studies/Critical Methodologies* (vol. 7, no. 2). A shortened version was reprinted as a chapter in *Schooling and the Politics of Disaster*, edited by Kenneth J. Saltman (Routledge,

2007). McLaren and Jaramillo also authored *Pedagogy and Praxis in the Age of Empire: Towards a New Humanism* (Sense Publishers, 2007). Additionally, McLaren authored "The Future of the Past," a foreword to *The Marxism of Che Guevara* by Michael Lowy (Rowman and Littlefield, 2007) and authored, with McGill University Professor Joe Kincheloe, *Critical Pedagogy: Where Are We Now?* (Peter Lang Publishers, 2007).

Education Professor **Carlos Alberto Torres**, with Professor at the Universidade Lusófona de Humanidades e Tecnologias Antonio Teodoro, edited *Critique and Utopia: New Developments in the Sociology of Education in the Twenty-First Century* (Lochman, Rowman and Littlefield, 2007). Torres and Teodoro teamed with Indiana University Professor Robert Arno to edit the third edition of *Comparative Education: the Dialectic of the Global and the Local* (Lochman, Rowman and Littlefield, 2007).

Student/Alumni Achievements

Moving Image Archive Studies Alumna **Amy Sloper** was hired as the Assistant Film Conservator for the Harvard Film Archive.

Moving Image Archive Studies student **Tim Wilson** was awarded the Image Permanence Institute Internship by the Association of Moving Image Archivists (AMIA). Additionally, Moving Image Archive Studies students **Stephanie Sapienza**, **Dino Everett**, **James Gamble**, and **Oki Miyano** received scholarships from the AMIA. *

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