

## Frances Clarke Sayers Lecture Features

### Author Walter Dean Myers

by Shaena Engle

**R**enowned children's and young adult's author Walter Dean Myers was the featured speaker at the Frances Clarke Sayers Lecture on March 3, 2002. Myers spoke about how he came to be a writer, the influence his childhood experiences have had on his writing, and how some of his story lines originate.

He began by sharing memories of growing up in Harlem, raised by foster parents following the death of his mother. His love of reading and books originated from nights when his foster mother, barely literate herself, taught him to read. She read to him from *True Romance* magazine until Myers was able to read newspapers and magazines to her. "My ideas come largely from my own background," said Myers. Most of his works include issues of race, class, or gender.

A versatile and prolific writer for more than thirty years, his body of work includes over thirty critically acclaimed books. He has received numerous awards and honors, including the Newberry Honor Award, the Coretta Scott King Award, and the New York Council on Interracial Books for Children Award.

Over 130 people attended the lecture held in UCLA's Moore Hall, which culminated with a standing ovation. A book signing and reception immediately followed the lecture. All proceeds from book sales were contributed to the Frances Clarke Sayers Fund.

Initiated in 1993, the Frances Clarke Sayers Lecture honors the late children's librarian, teacher, and author who gained national recognition as an advocate for excellence in children's literature. Ms. Sayers was a member of the UCLA School of Library Services from 1959-1989.~

**Jolly, Jolly**

**Jolly, Jolly, sweet and brown**

**Jolly, Jolly, gee**

**Jolly is the lucky child**

**Who looks like me!**

From *Brown Angels: An Album of Pictures and Verse* by Walter Dean Myers, HarperCollins, 1993



From left, Information Studies Associate Professor Virginia Walter, author Walter Dean Myers, GSE&IS Dean Aimée Dorr, and Information Studies Professor and chair for the Department of Information Studies Michèle Cloonan

## Message from the Dean

**J**ust as this issue of *The Forum* was about to go to press, *U.S. News & World Report* released its annual rankings of graduate schools. In the field of library and information studies, rankings are done every three years, and this wasn't the year. In the field of education, however, rankings are done annually. This year, we ranked number 2, tied with Harvard University, and moving up two places from last year's ranking. Despite research evidence that raises issues about the stability and meaningfulness of the rankings, we are nonetheless enjoying the achievement and the congratulations that come with our high ranking.

The national attention of the *U.S. News & World Report* ranking followed closely on the heels of equally positive evaluations from UCLA-mandated examinations of the degree programs of both GSE&IS departments, Information Studies and Education. I'll share just a sampling of comments from the exit interviews with the site visit teams.

Information Studies was praised for the breadth and depth of its programs, its innovations, quality and productivity of the faculty, and continuing commitment to librarianship. Disciplinary experts on the review team thought the department was one of the "best kept secrets" in their field, but not for much longer.

Like Information Studies, Education was praised for the quality and productivity of its faculty. Review team members also praised the department's diversity, commitment to issues of access and equity, productive engagement of scholarship with professional practice, and plans for revamping the undergraduate minor program.



Aimée Dorr, Dean

The evidentiary base for the UCLA evaluations is much stronger than that for the *U.S. News & World Report* ranking. Yet the ranking will be more widely known. Both, but especially the UCLA evaluation, which occurs about every 8 years, are useful for GSE&IS. In the process of gathering information on which the rankings are calculated, preparing the departmental self review that begins the UCLA evaluation, and interacting with the site visit team, we find ourselves learning more about who we are and how we are doing. We ask ourselves how we value what we find, what we can do better, and how we can improve in areas of weakness.

Once the rankings (which we have) and the final UCLA reports (which we do not yet have) appear, we see others' views of us and their perspectives on where we could improve. Such examination, introspection, and constructive feedback are invaluable.

Also valuable are others' views of where we are strong and what we do well. Usually these are things we will want to sustain.

In February and April of this year, GSE&IS heard about many areas in which we are doing very well indeed. This should be a source of pride and pleasure for the students, faculty, staff, alumni, and friends who work so very hard to make GSE&IS the wonderful place that it is.

Take a bow.

And thank your fellow GSE&IS-ers.

Dean ~

## In Brief

### FACULTY HONORS AND ACHIEVEMENTS

**C**RESST Senior Researcher **Jamal Abedi** virtually presented “The Effects of Accommodations on Test Performance: Research Findings,” to the National Research Council in November 2001.

In February 2002, CRESST Co-Director and Education Professor **Eva Baker** and CRESST researchers, **Joan Herman**, **Denise Quigley**, **Lindsay Clare**, and **Pete Goldschmidt** presented their findings from the CRESST evaluation of the Los Angeles Metropolitan Project. The series of presentations at Occidental College focused on lessons from the major school reform project. Education Professors **Jeannie Oakes** and **Yeow Meng Thum** were also among the participants at the one-day conference.

Information Studies Professor **Christine Borgman** received the American Society for Information Science and Technology’s Best Information Science Book Award for her book, *From Gutenberg to the Global Information Infrastructure: Access to Information in the Networked World* (MIT Press, 2000). The book focuses on the role of the emerging global information infrastructure and how it will effect technology, behavior, and policy.

Education Professor **James Catterall** presented “Complementarity & Conflict: Policy Implications of Learning in Versus Through the Arts,” at the John Landrum Bryant Lecture at the Harvard Graduate School of Education in April 2002.

Information Studies Associate Professor **Clara Chu** received the American Library Association Equality Award, an annual award given to an individual for outstanding contributions toward promoting equality in the library profession.

Education Professor **Sandra Graham** received a \$1 million grant from the National Institute of Mental Health. The grant, which is a renewal of an existing 20 year grant in applied human development, will provide fellowship funds for four pre-doctoral and two post-doctoral students.

Information Studies Professor **Beverly Lynch** has been named Chairman of the Board of Directors for the National Information Standards Organization and Secretary of the Board of Directors for the Rare Book School at the University of Virginia.

Education Professor **Peter McLaren** became the inaugural recipient of the Paulo Freire Social Justice Award during a conference ceremony at Chapman University on April 26. Professor **McLaren** received the award moments prior to delivering his lecture, “Critical Pedagogy, the New Imperialism and the Struggle for Democracy: Teaching Inside the Garrison State.”

Education Assistant Professor **Jennifer Obidah** was awarded the 2001 Gustavus Myers Outstanding Book Award for *Because of the Kids: Facing Racial and Cultural Differences in Schools* (TC Press, 2001), which she co-authored with Karen Manheim Teel.

TEP Faculty Advisor **Faye Peitzman** was awarded the California Association of Teachers of English Classroom Excellence Award for 2002.

Education Professor **Mike Rose** was awarded the Distinguished Research Award from the National Council on Research on Language and Literacy.

### FACULTY PUBLICATIONS

Education Professor **James Catterall** co-authored *Critical Links Between the Arts and Academic and Social Learning* (National Endowment for the Arts, March 2002).

Education Professor **John Hawkins** co-authored a new study entitled “Choices and Commitment: A Comparison of Teacher Candidates’ Profiles and Perspectives in China and the United States,” published in the *International Review of Education* (47 no. 6, 2001).

Education Researcher **Jane Margolis** co-authored *Unlocking the Clubhouse: Women in Computing* (MIT Press, 2002). The book examines the many influences contributing to the gender gap in computing.

Continued on Page 8, as In Brief

## GSE&IS Teams With the Department of Film, Television, and Digital Media to Offer New Degree Program

by Shaena Engle

**G**SE&IS' Department of Information Studies has teamed with the Department of Film, Television, and Digital Media and the Film & Television Archive to offer a new MA degree program in Moving Image Archive Studies (MIAS). The program, which begins in Fall 2002, will be the first and largest of two moving image archive graduate programs in the country.

The intensive, specialized two-year course of study includes classes on the aesthetics and history of film, the cultural responsibilities of selection and curatorship, access and programming for the public, collection management, cataloging and documentation, and technical aspects of preservation and restoration. Courses will be taught by a combination of top-level preservationists, academic scholars, and technical experts.

“The MIAS program brings together the strengths of three internationally recognized UCLA units: the Department of Information Studies, the Department of Film, Television and Digital Media, and the Film & Television Archive,” said Michèle Cloonan, chair of the Department of Information Studies. She added, “This is the first such program in the world, and it grew out of The Preservation Intensive Institute that we ran in the Department of Information Studies at UCLA in 1994, which included a course

on the preservation of moving images. I am ecstatic that this innovative program has come to fruition after years of productive collaboration.”

Classes will be linked to hands-on activities and apprenticeships at media libraries, film and television studios, laboratories, and digital post-production houses. The MIAS program responds to a need by the moving image community—as well as by libraries and archives which contain moving image holdings—to establish new curricula and train professionals to excel in an already complex field currently challenged with rapidly evolving technologies.

Graduates of the program will have employment opportunities in a diverse range of fields, including national, regional, and local archives; museums; historical societies; research institutes; production studios; broadcast companies; stock footage suppliers; digital post-production and restoration houses; state-of-the-art vault and inspection facilities; asset management and software developers; and other preservation service providers.

The program is highly selective with a maximum of ten students admitted each year. For more information on the MIAS program, log on to [www.cinema.ucla.edu/5\\_Education/educationFR.html](http://www.cinema.ucla.edu/5_Education/educationFR.html).~



## Politics and Activism Among Today's Entering College Freshman

by Linda J. Sax

**C**In January, the Higher Education Research Institute (HERI) released the results of the 2001 Cooperative Institutional Research Program (CIRP) Freshman Survey. Conducted annually since 1966, the CIRP reports on the characteristics of students entering U.S. colleges and universities as first-time full-time freshmen. The 2001 national survey involved questionnaires completed by 411,970 freshmen entering a national sample of 704 colleges and universities. The national “norms” are based on 281,064 questionnaires from 421 institutions judged to have surveyed the most representative samples of entering freshmen.

Several of the major trends discussed in the 2001 report relate to politics and social activism among entering college students. These include:

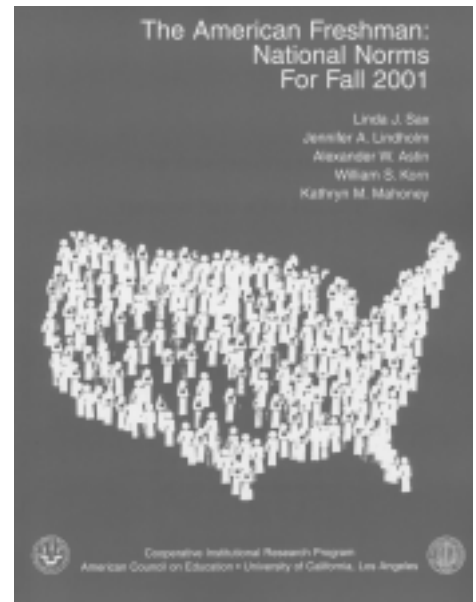
- **Growing identification with liberal political views.** In 2001, the percentage of freshmen identifying as “liberal” or “far left” reached 29.9 percent, representing a growing sense of liberalism throughout the 1990s, and the highest rate of liberal identification in over twenty-five years. The tendency toward liberalism is evident in students’ changing attitudes toward a wide range of sociopolitical issues, including the death penalty, gay rights, marijuana legalization and drug testing.

- **Renewed interest in politics.** Following long-term declines in students’ attention to politics, the 2001 survey shows signs of renewed political interest, very likely due to the contested 2000 presidential election and its historic aftermath. For example, the percentage of students reporting that they frequently discussed politics in the past year rose sharply from a record low 16.4 percent last year to 20.9 percent in 2001. This represents the largest one-year increase on this item since the 1992 presidential election year. Similarly, the percentage of students who feel that it is “very important” or “essential” for them to keep up to date with political affairs rose from last year’s record low 28.1 percent to 31.4 percent in 2001, marking the largest one-year increase since the 1972 presidential election year.

- **Continued growth of student activism.** Questions related to activism and volunteerism reflect continued growth. Participation in organized demonstrations during the past year reached an all-time high 47.5 percent in 2001. The 2001 survey also marks a record high level of volunteerism, with 82.6 percent of incoming freshmen reporting frequent or occasional volunteer work.

Although the survey was administered in Fall 2001, the vast majority of respondents (97.5 percent) completed the survey before September 11. Therefore, differences between 2001 and prior years do not reflect students’ reactions to those events. We are anxious to conduct the 2002 survey in order to assess how recent events will influence trends in college students’ attitudes, values, behaviors, and aspirations.

To obtain a copy of the report or more information, please call 310.825.1925.~



## Mitchell Chang: Investigating the Benefits and Challenges of Increasing Diversity in Colleges and Universities

by Shaena Engle

**F**ew issues in the academic world have raised more debates over the past decade than those surrounding the importance of improving access to higher education. Over the last forty years, the racial and ethnic composition of students entering colleges and universities has changed rapidly. How does greater campus diversity affect education and how can colleges and universities structure their curriculum and social programs to help students receive the greatest benefit from that diversity?

Assistant Professor of Education Mitchell Chang is obtaining information to help answer these and other questions surrounding diversity-related issues in higher education. He began this line of research when he was a doctoral student in education here at UCLA. The importance of his early work can best be judged by its relevance to recent legal debates regarding race-sensitive college admissions practices. His journal article, “Does Racial Diversity Matter? The Educational Impact of a Racially Diverse Undergraduate Population” (*Journal of College Student Development*, 1999), which received the American College Personnel Association's Outstanding Assessment Research Award, along with his 1996 dissertation, have been cited in court briefs for two cases concerning admissions practices at the University of Michigan.

Chang's research suggests that being part of a racially diverse student body can contribute to a student's academic and

social development. In general, the more diverse the student body the greater the diversity of opinions held by students. In collaboration with Education Professor Michael Seltzer and Junyeop Kim, a UCLA graduate student in education, Chang recently completed a study that clarified how increased proportions of underrepresented students (African Americans, Latinos, and Native Americans) affected the diversity of students' viewpoints and perspectives. Basically, students of diverse racial and ethnic backgrounds tend to hold somewhat different opinions from each other and to approach issues in somewhat different ways. Thus when diverse students have opportunities to interact intelligently with each other, the greater the diversity the more positive the educational outcomes for all students.

Chang recently served as executive director for a national project that explored the dynamics of racial diversity in higher education. Along with a panel of race relations and diversity experts, including lawyers, psychologists, and sociologists, Chang investigated current beliefs and information on race and intergroup relations in colleges and universities. The results of the project, sponsored by the American Educational Research Association, will be published by Stanford University Press in an upcoming book, titled *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*. “Our goal was to utilize empirical evidence to enhance both understanding and application of the existing knowledge base on how the dynamics of race and racism affect higher



Assistant Professor of Education Mitchell Chang

education and are in turn reshaped by these institutions,” said Chang. He added, “What we discovered countered many pernicious myths; for example, myths about racial inequality (that it has ended), about campus climate (that it is now inclusive), about the potential for underrepresented minorities to succeed (that they are inherently inferior), and about what constitutes merit (that it is best measured by standardized test scores).” Chang served as lead editor of the book and co-authored two chapters.

Clearly, the questions Chang is asking – and the answers he is finding – are complex and very relevant to today’s institutions of higher education. Chang is currently pursuing three new projects that promise to expand our understanding of how greater campus diversity can or does affect students’ learning and development.

In 1999, Chang began working with a team of researchers, including colleagues at Stanford University, to design and implement a series of experiments testing the ways in which a more racially diverse discussion group enhances the complexity of students’ thinking. During this 2001-2002 academic year, he is supervising a team of UCLA graduate students who are assisting in conducting these studies and, through their apprenticeship on the project, becoming the next generation of educational researchers.

In 2001, Chang received a post-doctoral fellowship from the National Academy of Education. The funding supports his work in documenting relationships among diversity-related efforts on college and university campuses and in examining whether those efforts add measurable value to an institution’s capacity to advance students’ personal and academic development.

Chang is also participating in a campus-wide UCLA research team that seeks to establish a program of on-going research on the impact of diversity in higher education. As part of this effort, Chang has proposed a three-year institutional-level analysis of the educational efficacy of diversity-related initiatives.

As a young scholar, Chang has quickly established himself as an important contributor to understanding the significance of diversity in higher education. He has authored and co-authored over twenty articles on the topic. He has received numerous honors, including fellowships from the Spencer Foundation, the

University of Massachusetts’ Asian American Studies Institute and Center for the Improvement of Teaching, and the Salzburg Universities Project sponsored by Middlebury College and Schloss Leopoldskron in Austria.

In 1999 Chang returned to UCLA, after working at Loyola Marymount University and the University of Massachusetts, Boston. He brings his scholarship to bear on student diversity here in GSE&IS and continues to generate the scholarly insights that can be used in and out of the classroom to enhance the academic and social development of students in today’s institutions of higher education.~

## Cartter Chair Lecture Features Wellesley College President Diana Chapman Walsh

by Christine Coelho

**D**iana Chapman Walsh, president of Wellesley College, presented the fourth Allan Murray Cartter Chair Lecture on February 14, 2002 at UCLA’s Faculty Center. A leading expert in public health policy and the prevention of illness, Dr. Walsh’s talk focused on “College and the Search for Meaning in a Contentious World.”

Alexander Astin, Professor of Education and holder of the Cartter Chair in Higher Education, introduced Dr. Walsh after opening remarks were made by Chancellor Albert Carnesale and GSE&IS Dean Aimée

Dorr. “President Walsh challenged us all to begin giving our ‘interior’ life – the values, assumptions, and beliefs that underlie our policies and our actions – the attention it deserves,” said Astin.

Distinguished scholar Allan Murray Cartter began his UCLA professorship in 1973. After his untimely death in 1976, family, friends, and colleagues created an endowed chair in his honor.~



From left, Chancellor Albert Carnesale, Wellesley College President Diana Chapman Walsh, and Professor of Education Alexander Astin

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Information Studies Professor **John Richardson** co-authored *Understanding Reference Transactions: Transforming an Art into a Science* (New York: Academic Press, April 2002).

Education Associate Professor **Daniel Solorzano** published "Critical Race Methodology: Counterstorytelling as an Analytical Framework for Education Research," (8, 23-24) and "Using Critical Race Theory, Freire Problem Posing Method, and Case Study Research to Confront Race and Racism in Education," (8, 66-84) in *Qualitative Inquiry*.

#### STUDENT ACHIEVEMENTS

Information Studies student **Andrea Leigh** published "Marian Anderson's Lincoln Memorial Concert: An Event Re-Creation" in *Moving Image* (Spring 2002) and "Lucy is Enceinte: The Power of an Action in Describing a Work" in *Cataloging and Classification Quarterly* (Spring 2002). Additionally, she served as a reporter for the American Library Association's newsletter, *ALA Cognotes*.

#### CENTER GRANTS

The Center for the Study of Evaluation and its National Center for Research on Evaluation, Standards, and Student Testing recently competed for and won several major awards, totaling nearly \$15 million. They include \$4.7 million from the Interagency Educational Research Initiative (IERI), to design the Assessment Design and Delivery System (ADDS) to support teacher assessment in science, \$7.4 million from The Office of Naval Research to fund the development of an integrated set of distance learning guidelines and assessment models, and \$2.7 million from the U.S. Department of Education to create an on-line version of the Quality School Portfolio.

#### AMERICAN EDUCATIONAL RESEARCH ASSOCIATION PARTICIPANTS

Faculty and students who participated in the April 2002 American Educational Research Association conference in New Orleans included **Diane Alvarez, Alison Bailey, Eva Baker, Victoria Deneroff, Aimée Dorr, Noel Enyedy, Frederick**

**Erickson, Megan Franke, Jennifer Goldberg, Pete Goldschmidt, Jennifer Gong, Kris Gutierrez, Tyrone Howard, Yasmin Kafai, Douglas Kellner, Mikyung Kim, Jenny Lee, Patricia McDonough, Peter McLaren, Heinrich Mintrop, Derek Mitchell, Kate Muir, Jeannie Oakes, Jennifer Obidah, Charles Outcalt, W. James Popham, Aria Razfar, Robert Rhoads, Kristen Robertson, William Sandoval, Linda Sax, Michael Seltzer, David Silver, Daniel Solorzano, Yeow Meng Thum, Carlos Torres, Concepcion Valadez, and Amy Stuart Wells.**~

The winter issue of *The Forum* incorrectly spelled Antonio Villaraigosa in the heading of the cover article. We apologize to Mr. Villaraigosa for the error.

FORUM

GSE&IS

UCLA Graduate School  
of Education &  
Information Studies

2320 Moore Hall  
Box 951521  
Los Angeles  
California 90095-1521

*Return Service Requested*

GSE&IS FORUM  
Aimée Dorr, Dean  
Shaena Engle, Editor/Writer  
310.825.8308  
[www.gseis.ucla.edu](http://www.gseis.ucla.edu)

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