

## Center X Anniversary Celebration

by Shaena Engle

Center X, the umbrella organization for teacher education and professional development at the Graduate School of Education & Information Studies at UCLA, celebrated its 10-year anniversary in 2005. As part of the celebration, on Saturday, October 8, Center X hosted a reception for alumni and friends. Mayor Antonio Villaraigosa was the featured speaker at the event. Approximately 240 Center X friends and alumni attended.

“Congratulations to Center X on their 10th anniversary. Through their Teacher Education Program, Center X has given Los Angeles more than 1,000 highly qualified teachers, who are creating learning communities where all students can achieve excellence. The work done here shows us what we can achieve when we combine civic engagement with educational efforts; it shows us that we can change our system for the better when we work together,” Villaraigosa said.

In addition to Villaraigosa, Los Angeles teachers and graduates of the UCLA Teacher Education Program (TEP) Pablo Mejia, Chelsea Hakola, and Liem Tran; Associate Professor Megan Franke, Center X Director; Aimée Dorr, now dean of the Graduate School of Education & Information Studies; and Ted Mitchell, dean (in 1995, when Center X was created under the leadership of Professor Jeannie Oakes) also provided remarks. Eloise Metcalfe, Director of the Teacher Education Program, and Jody Priselac, Center X Executive Director, also participated. Members of the Hollenbeck Middle School Mariachi Band also performed.



Dean Aimée Dorr, Pablo Mejia, Associate Professor Megan Franke, Mayor Antonio Villaraigosa, Eloise Metcalfe, Jody Priselac, and Ted Mitchell

“Our programs are guided by principles that include a social justice agenda and the integration of research and practice. They are specifically geared to teachers committed to providing equity in education, instructional excellence, and caring in low-income schools,” Center X Director Franke said.

Center X was established a decade ago with a vision to dramatically change schooling for the underserved students of Los Angeles. Now a model for university-based education for new and continuing teachers and principals, it provides a unique setting where researchers and practitioners collaborate to design and conduct programs that prepare and support K-12 teachers and administrators in urban schools.

The Teacher Education Program offers an opportunity for qualified students to obtain both a Master of Education degree and a teaching credential in a combined, full-time, two-year program that meets strict academic and professional criteria for a University of California MEd degree. The program provides clinical classroom experience

required by the California Commission on Teacher Credentialing (CCTC) for a Preliminary Multiple or Single Subject Credential.

In addition to TEP, Center X also houses the California Subject Matter Projects, which convey the latest in teaching techniques in reading and literature, history and geography, mathematics, science, and writing to practicing teachers, the Principal Leadership Institute, offering a Master’s of Education and a preliminary administrative services credential to prospective administrators and principals in California schools, and the Principal Center.

“We’re clearly making a difference,” said Jody Priselac, Executive Director of Center X.

“We intend to continue building on our successes to help ensure equality in education for public school students in Los Angeles.” \*

## Dean's Message

The change from one year to the next invariably inspires us to reflect on the past and plan for the future. For GSE&IS, the move from 2005 to 2006 is no exception. In this issue of *The Forum*, the first for 2006, we highlight Center X's 10-year anniversary, fellowships and grants received, the fall Dean's Scholars Dinner, and cutting-edge research and projects of our alumni and faculty. All represent dedicated work and high achievement now behind us.

As *US News and World Report's* number one ranked public school of education (and number 2 overall, between Harvard and Stanford) for 2005 and the only school combining departments of Education and Information Studies housed in a major research university, what are our plans for the future, for 2006 and beyond?

Along with the rest of UCLA, GSE&IS has been working on a 2006-11 Strategic Plan that lays out plans for the future in terms of major goals and objectives, as well as laying out the means of achieving them. Work began last spring and has involved contributions from many GSE&IS community members.

We have reaffirmed the mission statement adopted for the 2002-07 strategic plan: *GSE&IS is dedicated to inquiry, the advancement of knowledge, the improvement of professional practice, and service to the education and information professions. We develop future generations of scholars, teachers, information professionals, and institutional leaders. Our work is guided by the principles of individual responsibility and social justice, an ethic of caring, and commitment to the communities we serve.*

Our 2006-11 goals and objectives reflect this mission. They embody our commitment to excellence in our teaching, research, and service and in our scholarly, professional, and policy work. Through all our endeavors GSE&IS seeks to influence the quality of education and information institutions and to improve performance, learning, information use, and access for underserved urban populations in information and education settings and activities. We strive to set the agenda for and assume leadership within the fields of information studies and education. We aim to integrate scholarship and professional practice in the service of strengthening both, to nurture vibrant intellectual exchange among faculty, students, and staff, and to engage proactively both with communities outside UCLA and also with the private sector. We are committed to being a diverse and inclusive community.

To support GSE&IS's work we need to continue and improve upon our accomplishments during Campaign UCLA. Support for student and faculty is our top priority. We must enhance our ability to provide financial assistance to our graduate students: they need resources in order to engage fully in their scholarly and professional degree programs, and we need resources in order to attract the most promising students. We must also enhance the resources necessary to recruit and retain outstanding faculty.

As I am writing this message, 2005 is drawing to a close and with it Campaign UCLA. GSE&IS is set to meet its goal of raising current use and endowment funds for program, faculty, student, and



Aimée Dorr, Dean

unrestricted uses. That \$65 million goal, reached over a period of 10 years, will be part of our past when you read this message. Goals focused on student and faculty support are our future; they are essential to achieving the goals and objectives of GSE&IS's 2006-11 strategic plan. We are glad to have – and count on having – help from our friends, alumni, current students, faculty, and staff in order to create the future that we envision.

Dean \*

## New HERI Survey Reveals Only Half of Faculty Today Are Satisfied with the Quality of of Their Students

by Shaena Engle

Only half of educators today say that they are satisfied with the quality of their undergraduate students, according to the results of a recent survey of the nation's college and university faculty. The 2004–05 academic year survey conducted by the Higher Education Research Institute (HERI) at GSE&IS also finds that, across all types of colleges and universities, only slightly more than one-third (36 percent) of respondents agree that faculty on their campus feel that “most” students are well-prepared academically. Overall, 41 percent of the nation's faculty believe that “most” of the students they teach lack the basic skills for college-level work.

By contrast, findings from the institute's 2004 Cooperative Institutional Research Program Freshman Survey showed that record numbers of today's entering college students (70 percent) rate themselves as “above average” or “highest 10 percent” academically. Nearly half (48 percent) also report earning “A” grades in high school.

There is, however, wide variation in perceptions of student preparedness among

faculty at different types of colleges and universities. Educators at two-year colleges and public four-year colleges are the least inclined to view their students as academically well-prepared, while private university educators are the most likely to perceive their students as well-prepared. “While it may be disheartening that just 50 percent of today's faculty are satisfied with the quality of their students, it should also be noted that the current figure is actually higher than it has been in recent years,” said Jennifer Lindholm, director of the faculty survey.

Percentages of those educators satisfied with the quality of their students in the last two triennial surveys conducted in 2001 and 1998 were 44 percent and 42 percent, respectively. Similarly, there has been a steady increase over time in the percentage of professors who say that faculty at their institution feel that “most” of their students are well-prepared academically. Today's figure of 36 percent is up from 32 percent in 2001 and 28 percent in 1998.

Working with what they consider to be underprepared students is a source of at least “some” stress for 56 percent of today's faculty. This type of stress is most pervasive at two-year colleges, where 68 percent of faculty report at least “some” stress within this realm, and least common at private universities, where only 34 percent indicate similar stress levels.

This year's faculty survey is the sixth in a series administered by the Higher Education Research Institute on a triennial basis, the first of which was conducted in 1989–90. The new report is based on data collected during the 2004–05 academic year from a national sample of 40,670 faculty members at 421 colleges and universities. The data have been weighted to approximate the results that would have been obtained if all college and university faculty in every accredited higher education institution throughout the United States had responded. For a survey summary, visit <http://www.gseis.ucla.edu/heri>; click on “Recent Findings.” \*

## Dean's Scholars Dinner

by Michelle Jacobson

The Terrace of Covel Commons at UCLA, lit by a full moon and the smiles of GSE&IS students and donors alike, was the setting for this year's Dean's Scholars Dinner held on November 17, 2005. The student scholars met the donors whose gift made their fellowships possible, or had the opportunity to become acquainted with another of the program's generous benefactors. Two students offered their thanks on behalf of the scholars. Michael Jara, a first year MLIS student and recipient of the Library and Information Science Alumni Association Fellowship, described his path to the study of library services. Bridgette Dutton, a first year Teacher Education Program student, relayed a very personal and moving tale of an education

deferred by racial prejudice, and the full circle of affirmation she felt in being selected to receive the Lula Haven Hazelton Fellowship. Dean Aimée Dorr also announced the establishment of five new endowed fellowship funds totaling \$3.2 million and donated in the past year (*see article page 5*).

Guests also gathered to congratulate this year's honoree, Kenneth Karmiole, MLS '71; members of the Antiquarian Booksellers Association were among those celebrating Ken. Dean Aimée Dorr noted in her remarks that Ken has been an extraordinary philanthropic leader for the Department of Information Studies and for GSE&IS, first endowing a fellowship for



Kenneth Karmiole and Paul Sevilla,  
Kenneth Karmiole Fellow

students with an interest in rare books, then assisting in the stewardship of endowed chair contributor Bernard Breslauer, and recently pledging a challenge gift to bring the Library and Information Science Alumni Association Fellowship to full funding. Former Dean Lewis Solmon, the 2004 honoree and founder of the Dean's Scholars, was in attendance as well. \*

## Alumni Making a Difference

by Shaena Engle

After graduating with a BA in Molecular Biology from Princeton University and two years of graduate work in biophysics at the University of Pennsylvania, Kalpana Shankar traveled west to investigate the Department of Information Studies at GSE&IS. “The faculty and graduate students seemed to see the study of information as a field that can be informed by humanistic perspectives as well as technological and scientific ones,” said Shankar. She soon joined in.

After receiving her PhD in Library and Information Science in 2002, Shankar worked as a postdoctoral researcher on data and metadata management for the Center for Embedded Networked Sensing (CENS). In 2003, Shankar was selected as a Science Policy Fellow by the American Association for the Advancement of Science (AAAS) and worked at the National Institute of Health in Bethesda, Maryland. The AAAS program places technology and science PhDs in government agencies to learn about and assist in programmatic design and policymaking. “This experience allowed me to participate and learn about a combination of areas including research design, grant writing, internal policymaking, and outreach,” said Shankar.

In 2004, Shankar joined the faculty as an Assistant Professor in the School of Informatics at Indiana University-Bloomington. The school was established in 2000 and is the first school in the nation dedicated to informatics. The study of informatics develops new uses for information technology in order to solve specific problems in areas as diverse as biology, fine arts, and economics. Additionally, the discipline also concentrates on the social dimensions of technology. “Our school is unique because the faculty are multidisciplinary, including physicists, bioinformaticians, mathematicians, and designers.” Shankar teaches social and organizational informatics and information ethics to undergraduates and applied research design to graduate students. In addition to teaching, she is beginning two research projects.

“Behavioral Networks and Information Flows in the Hurricane Aftermath” will explore how to mobilize online communities and use them effectively in times of disaster. “One of the more successful initiatives of the Hurricane Katrina cleanup was a volunteer-led, online community effort to deploy wireless internet service providers in the Gulf region,” said Shankar. Teaming with Harold Feld of Media Access Project, a telecommunications advocacy organization in Washington, DC, Shankar will examine the content and nature of online community and computer-mediated communication for the one-year research project.

Additionally, she is beginning a project examining the notion of expertise in research science and how it is being blurred by the use of information technology. “Climate change researchers are using data gathered by volunteers and amateurs and developing new technologies to assist in mobilizing volunteers and vetting their data. In this context, concepts such as peer review and professional training no longer prevail. My research will investigate the nature of the relationship between expert and nonexpert and how Internet technology is used in this environment,” said Shankar.

Tine Sloan also decided to attend GSE&IS after a visit to the UCLA campus. After graduating California Polytechnic State University, San Luis Obispo with a BA in Liberal Studies and a Preliminary Teaching Credential, Sloan decided to enter GSE&IS with a desire to obtain her Master’s Degree in Education. A year in the MA program convinced her that she wanted to continue and pursue a PhD.

Sloan finished her dissertation overseas when she moved to Singapore in 1995. After graduating in 1996 with a PhD in Education specializing in Psychological Studies in Education, Sloan accepted a position as an Assistant Professor in the School of Education at Nanyang Technological University in Singapore. In addition to directing two research projects, she carried a heavy teaching load and supervised student teachers. “The supervision was fascinating and provided me with time in the classroom to learn about the context of education in Singapore,” said Sloan. “My work at GSE&IS facilitated my ability to learn as my studies focused on teaching and learning in several Asian contexts.”

Upon returning to the States three years later, her advisor, Professor Geoffrey Saxe, introduced her to Yukari Okamoto, a faculty member at the University of California, Santa Barbara (UCSB). This led to a variety of positions at UCSB, including teaching graduate seminars in human development, and continued into more extensive involvement in the UCSB Teacher Education Program. Within the program she has taught a variety of courses, directed various programmatic initiatives, and participated in research. Sloan recently became the Acting Director of the Teacher Education Program at UCSB.

“GSE&IS helped prepare me for my work in a research institution. The attention to high professional standards in terms of how research is interpreted, how research is conducted, and how it is written is exceptional. My advisor was invaluable and tremendously committed to my growth. I



Kalpana Shankar



Tine Sloan

knew I had a grasp of the most current and most promising work in the field as a result of my coursework and my work with faculty," said Sloan.

Additionally, Sloan feels that UCs are uniquely qualified to prepare teacher educators who can ground the work of their research into their work in teacher education.

In addition to hiring and overseeing instructors and supervisors, developing curriculum and programmatic assessments, handling student issues, and overseeing admissions, recruitment, and staff development, Sloan is also working on a graduate follow-up research project. "We are going to follow our candidates into their first year of teaching to see how their learning becomes instantiated in their classrooms," she said. Sloan hopes that this

research, along with the work done in the program, will help to promote the necessity for high quality education. "Current state and federal administrations are lacking in their understanding of the benefits of high quality teacher preparation. UC has the responsibility to develop research-based teacher preparation programs that elevate and publicize the professionalism of the work of teaching." \*

## Gifts Through Bequests

by Laurie Wruble

Friends of the Graduate School of Education & Information Studies sent a strong message about the importance of graduate study in 2005. GSE&IS received four major gifts through bequests totaling \$3,300,000, including the first endowed chair in the Information Studies Department and four new fellowship endowments. As is the case with most endowments, these gifts will be invested, and the interest earned by the principal will be made available according to the direction of their respective donors. All of these donations, which will provide funds for graduate student fellowships and faculty support, also advance GSE&IS progress toward UCLA's Ensuring Academic Excellence Initiative.

GSE&IS received a \$1,500,000 gift from the estate of Bernard Breslauer to establish "The Martin and Bernard Breslauer Professorship in Bibliography" in the Department of Information Studies. Bernard Breslauer was a prominent New York antiquarian book dealer and a leading collector of manuscript illuminations. Breslauer, born in Berlin in 1918, was the only son of Martin Breslauer, one of Europe's leading rare book dealers at the time. Shortly after Bernard joined his father's firm in 1935, Martin Breslauer sold much of his library to get his family safely out of Nazi Germany. Martin and Bernard rebuilt the business in London, and Bernard carried on the business after his father's death. In 1977, Bernard resettled himself and his business in New York, enjoying an internationally renowned reputation for his expertise on antiquarian bookbindings and his private collection of manuscript illuminations. Breslauer

conveyed his bequest to Chancellor Emeritus Franklin Murphy in 1990 in honor of their friendship. From that time until Mr. Breslauer's death in 2004, Deans, Chairs, volunteers and development officers stewarded a relationship with Mr. Breslauer to bring this gift to fruition.

William Hobson (1912-2005), retired real estate developer and municipal bond investor, made significant and deeply personal gifts to universities and other charitable institutions for over four decades. Initially, his goal was to find a way to provide security for his wife, Evelyn. Through various planned gift arrangements, Hobson ensured that his wife would receive income from their charitable gifts for her lifetime. Sadly, Bill lost his wife to heart disease in 1996. Having always prepared for Evelyn's future, Bill was suddenly faced with planning for his own. He began purchasing charitable gift annuities in Evelyn's name to create a legacy in his wife's memory. Evelyn received her doctorate in clinical psychology from Columbia University, taught at California State University Los Angeles, and worked as a psychological consultant to educators throughout Southern California and internationally. As a long-time neighbor of UCLA, Bill's admiration for the campus led him to establish gifts for GSE&IS as well as other UCLA programs. Before GSE&IS received income from Hobson's provisions, Dean Aimée Dorr allocated a fellowship in Hobson's name from the Dean's Scholars Fund, and he took enormous pleasure in the letters he received from the grateful student recipients, which also led him to make additional gifts. The Hobsons had no children, but Bill considered the many generations of students who will ultimately benefit from his generosity to be his family. Upon his death in June, the Education Department received \$1,500,000

establishing the Evelyn Troup Hobson and William Hobson Fellowship for graduate students in Education.

Louise L. Tyler's UCLA teaching career spanned three decades, from 1959 to 1989. She completed her doctoral studies at the University of Chicago under early curriculum theory giants Benjamin Bloom and Ralph Tyler. By the mid-1970s, Louise and her colleagues in the Department of Education brought UCLA's status in curriculum studies to national prominence. Colleagues called her "far ahead of her time." Early in her academic career, Louise became interested in the interplay of psychoanalytic theory and curriculum development and it is in this work that her academic legacy can be found. Established with a contribution of \$200,000, the Louise L. Tyler Fellowship will extend Louise's legacy to generations of future Education scholars.

David Vickter (1917-2000) was a self-made entrepreneur, sports enthusiast, and philanthropist. He was born and raised in the Bronx. Vickter came to California in 1943 and worked his way up from the produce market to "Vitamin King," when the vitamin company he founded in 1956 became the first company to sell vitamins in grocery stores. Several years before his death, Vickter created the David Vickter Foundation, supporting programs such as public television, ecology, medicine, and education. Lenore Jacoby and the trustees of the David Vickter Foundation have ensured his legacy with a gift of \$100,000 to establish the David Vickter Fellowship, available to graduate students in both of GSE&IS' academic departments.

For information about bequests please contact the GSE&IS Development Office at 310/206-0375. \*

## Jeannie Oakes: Examining Inequalities in Education

by Shaena Engle

Over four decades after the Civil Rights Act was signed in 1964, significant inequalities remain in U.S. schools, with middle and upper class white students usually having far more educational resources and learning opportunities than do low-income students of color.

Professor Jeannie Oakes has spent the past twenty-five years conducting and sharing research on these pervasive inequalities, as well as developing teacher education and education policy alternatives seeking to eliminate these inequalities.

Oakes began her career in education as a middle and high school teacher in the 1970s and graduated from UCLA's PhD program in education in 1980. "I came to UCLA interested in teacher education, but graduate school opened up a whole new world," said Oakes. Her interests turned to the sociology of education, including issues of educational equity, the intersection of race, class, and perceptions of academic ability, and how inequality in education shapes students' opportunities and achievements. Oakes left UCLA to become an education policy analyst at RAND, where she conducted numerous studies of the uneven distribution of resources, curriculum, and teachers in mathematics and science and how it disproportionately burdens minority and poor students. Her book reporting this early work, *Keeping Track: How Schools Structure Inequality* (Yale University Press, 1986) has become a classic, and was recently named one of the sixty most important education books of the twentieth century.

Returning to the Education Department at UCLA, Oakes continued her research, but she also ventured into teacher education. She was approached by then dean Ted Mitchell to bring together the pre-service teacher education program and the campus-wide teacher professional development programs. "I agreed, but only under the condition that UCLA would support redirecting all of its teacher education programs toward serving schools in the most disadvantaged communities in Los Angeles," said Oakes. To accomplish this, in 1995 she led the faculty's

creation of Center X, the umbrella organization for teacher education, teacher professional development, school leadership training, and school reform research. Together, Oakes and the Center X faculty transformed the existing teacher education program into a two-year credential and Master's degree program with structured urban school residencies. They also created an environment in which students, faculty, and educators worked together to connect theory and practice around socially just teaching.

"Our goal was to change the perception of teaching in an urban community. We wanted people to view teaching in schools with poor children and children of color as a highly skilled and high-status teaching specialization, rather than as the job people take if they can't find a position elsewhere," said Oakes. Not only did UCLA succeed in changing its program, the Center X group has gradually changed the way universities, educators, and students view teaching throughout the country. Today, students flock to the program with the specific desire to teach in Los Angeles' most underserved schools. "I think the program has attracted exceptional people to UCLA who might have never considered coming here," added Oakes.

After leading the Center for five years, Oakes became the director for both UCLA's Institute for Democracy, Education, and Access (IDEA) and the University of California All Campus Consortium on Research for Diversity (UC ACCORD). IDEA grew from experiences and projects rooted in Center X. "I wanted to stay connected to our graduates and find a way to

provide them support as teacher activists," said Oakes. IDEA now connects with high school students, parents, progressive teachers, and community organizers in research and activist projects seeking to challenge the inequalities in Los Angeles and to promote college access and participation for students across all of Los Angeles' diverse neighborhoods and communities.

Oakes won a UC system wide competition to bring UC ACCORD to the UCLA campus. The multi-campus research unit conducts and disseminates research that informs policymakers and the public about the challenges faced by students from diverse cultures in attaining admission to California's public universities. It also provides new studies of policies and practices meant to ease those challenges. "Our main goal is to provide credible and useful research to support California's efforts in replacing prevailing patterns of schooling inequality and disparities in access to higher education," said Oakes.

During the past year Oakes has been working on three books. The first is a revised edition of *Keeping Track* (Yale University Press, 2005). The new edition of the book, which adds two new chapters to the original material, explains and examines how curriculum differentiation, tracking, and ability grouping affect the classroom experiences and learning opportunities of low-ability, poor, and ethnic minority students. The new chapters, based on Oakes' studies over the past twenty years, trace the efforts of equity-minded educators to create more equitable schools.

*Teaching to Change the World* was originally written by Oakes and husband Martin Lipton in 1998 as a textbook to use for Center X teacher education students. The third edition of the book (*Teaching to Change the World*, third edition, McGraw Hill) will appear in Spring 2006. The book examines, from both historical as well as current perspectives, the key issues that all educators must deal with, including learning theory, classroom management, curriculum and instruction, grouping, testing, and school culture and provides examples and anecdotes about the challenges of teaching.

*Learning Power: Organizing for Education and Justice* (Teachers College Press, 2006) will also be released in spring of this year. The book is based on research projects created



Education Professor Jeannie Oakes

through IDEA. Using social theory, new data, compelling stories, and powerful images, it offers a radical new approach to school reform in which low-income students and communities of color have a powerful role.

Oakes is the author of seventeen scholarly books and monographs and more than 100 published research reports, chapters, and articles. She is the recipient of numerous awards, including three major awards from the American Educational Research

Association (Early Career Award; Outstanding Research Article; Outstanding Book), the National Association for Multicultural Education's Multicultural Research Award, and the Distinguished Achievement Award from the Educational Press Association of America. She is also the recipient of the Southern Christian Leadership Conference's Ralph David Abernathy Award for Public Service and of the World Cultural Council's José Vasconcelos World Award in Education. In 2001, she was awarded the Presidential

Chair in Educational Equity. In 2002, she was selected as the first Sudikoff Family Institute for Education and New Media fellow and in 2004 she was elected to the National Academy of Education.

In 1991, the *New York Times* included Professor Oakes in their list of individuals who have emerged as innovators in pursuit of better schools. Almost fifteen years later, Oakes continues to influence, even revolutionize, educational policy and practice. \*

## In Brief

### Faculty Honors and Achievements

Information Studies Professor **Christine Borgman** presented, "Building a Usable Infrastructure for e-Science: An Information Perspective," at the United Kingdom E-Science All Hands Meeting on September 20 in Nottingham, England.

Education Professor **James Catterall** was awarded a \$250,000 grant from the United States Department of Education to conduct research on gaining verbal skills by English Language Learners through drama and theater. Education Associate Professor **Alison Bailey** will assist with instrumentation. Professor **Catterall** and his family were featured in "Red and Blue," a documentary/reality television production for the Discovery Channel (aired November 19) which followed two families who traded homes, communities, and political milieus for 10 days in July of 2005.

Education Professor Emeritus **Arthur Cohen** received the 2005 Research Achievement Award from the Association for the Study of Higher Education (ASHE) at their annual meeting in Philadelphia. The award is presented for outstanding contribution to research for an individual whose published research advances understanding of higher education in a significant way.

Education Professor **Kris Gutierrez** presented the Mary Lou Fulton Chair Lecture, "Learning and Development in the Third Space: Developing Sociocritical Literacies After the Marketplace," at Arizona State University on November 10. Gutierrez was also chosen to be a Fellow at the Center for Advanced Studies in the Behavioral Sciences for the 2006-2007 academic year.

Education Professor **Peter McLaren** presented keynote addresses and presentations in Israel, Pakistan, Taiwan, and Venezuela. He was also the guest of honor at ceremonies hosted by the Raramuri (Tarahumara) indigenous group in Chihuahua, Mexico in the towns of Parral and Guachochi. A profile of Professor **McLaren** and his work appeared recently in *mrzine*, a monthly political online magazine (<http://mrzine.monthlyreview.org/agm301005.html>).

Teacher Education Faculty Advisor **RaeJeane Williams** was selected as the Distinguished Teacher Educator of 2005 by the California Council of Teacher Education (CCTE).

Education Assistant Professor **Jeffrey Wood** was awarded a grant from the National Institute of Mental Health to conduct "CBT for Children with Asperger Syndrome and PDD-NOS," a randomized controlled test of a cognitive behavioral intervention program, including school consultation, for children with pervasive developmental disabilities.

### Faculty Publications

Education Professor **Marvin Alkin**, with Claremont Graduate University Assistant Professor (and UCLA Education PhD) **Christina Christie**, contributed to and edited "Theorists' Models in Action," for

Continued on page 8, In Brief

## Convocation

### By Amy Gershon

On September 28, 2005, more than 400 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 introduced department chairs Anne Gilliland (Information Studies) and Sandra Graham (Education). Education Professor Patricia McDonough and Information Studies Professor Mary Niles Maack received Distinguished Teaching Awards. Assistant Professor Noel Enyedy, Associate Professor Megan Franke, and Seeds University Elementary School (UES) teacher Sarah Wischnia received the Harold and Lois Haytin Award for Outstanding Research in Teaching and Learning, made possible by a gift from the grandparents of two 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. Office of Student Services Director Amy Gershon presented an overview of the services her office provides and introduced her staff. Students Ifeoma Amah and Dimpal Jain from the UCLA Graduate Students Association in Education and Meghan O'Neill 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. \*

In Brief, continued from page 7

*New Directions for Evaluation* (vol. 106). The volume analyzes how evaluation theorists apply their approach in practice by asking four prominent evaluation theorists to design an evaluation of the same program. Included in the volume are chapters by Professor **Alkin**, Assistant Professor **Christie**, Education PhD students (specializing in Social Research Methodology) **Nicole Eisenberg** and **Tarek Azzam**, and Long Beach Unified School District Assistant Superintendent **Lynn Winters**. **Alkin** and **Christie** also co-authored "Evaluation Theory Tree Re-examined," a paper presented at the 2005 Joint Canadian Evaluation Society (CES) /American Evaluation Association (AEA) Conference.

Education Professor **Norma Feshbach** authored the chapter, "Gender and the Portrayal of Direct and Indirect Aggression on Television," for *Featuring Females: Feminist Analyses of Media* (Ellen Cole and Jessica Henderson Daniel editors, American Psychological Association, 2005).

Distinguished Professor in Residence Emeritus **Ronald Gallimore** co-authored (with **Swen Nater**) *You Haven't Taught Until They Have Learned: John Wooden's Teaching Principles and Practices* (Fitness Information Technology, 2005).

Education Professor **Peter McLaren** published three books, *Capitalists and*

*Conquerors: Critical Pedagogy Against Empire* (Rowman & Littlefield, 2005), *Teaching Against Global Capitalism and the New Imperialism: A Critical Pedagogy* (co-authored by **Ramin Farahmandpur**, Rowman & Littlefield, 2005), and *Red Seminars* (Hampton Press, 2005).

Education Professor Emeritus **John McNeil** authored *Contemporary Curriculum* (Wiley/Jossey-Bass, Winter 2006).

Education Associate Professor **Marjorie Faulstich Orellana** authored the chapter, "Qué dice aquí? Building on the Translating Experiences of Immigrant Youth for Academic Literacies," for *Race, Ethnicity and Education* (Robert Jimenez and Valerie Pang (Eds.), Praeger Press, 2005). She co-authored (with **H. Julia Eksner**) "Liminality as Linguistic Process: Mediation and Contestation by Immigrant Youth in Germany and the U.S.," for *Childhood and Migration: From Experience to Agency* (Jacqueline Knorr, editor, Bielefeld & Somerset, 2005).

CRESST Co-Director **Joan Herman** is the co-editor together with Stanford University Professor **Edward Haertel** of *The 104th Yearbook of the National Society for the Study of Education Part 2—Uses and Misuses of Data for Educational Accountability and Improvement* (Blackwell Publishing).

Education Professor **Carlos Alberto Torres** and Education Professor **Robert Rhoads** edited *The University, State, and Market: The Political Economy of Globalization in the Americas* (Stanford University Press, November 2005).

## Student/Alumni Achievements

Education students **Janet Lee** and **Tanner LeBaron Wallace** co-authored "Theory Within and Across Programs: A Normative Program Theory Case Study and the Possibilities of Broader Theory Use for Multi-Site Evaluations." Education student **Tarek Azzam** co-authored (with **Christina Christie**) "Finding a Comparison Group: Strengths/Shortcomings of Using Databases in Creating Matched Control Groups." Both papers were presented at the CES/AEA conference.

MLIS students **Jennifer Osorio** and **Paul Sevilla** are the joint recipients of the Society of American Archivists' (SAA) 2005 Harold T. Pinkett Minority Student Award. The award, presented to **Osorio** and **Sevilla** at the August 19th SAA Annual Meeting in New Orleans, recognizes minority graduate students of African, Asian, Latino, or Native American descent who, through scholastic achievement, manifest an interest in becoming professional archivists and active members of the SAA. \*



UCLA Graduate School  
of Education & Information Studies

2320 Moore Hall  
Box 951521  
Los Angeles  
California 90095-1521

Address Correction Requested

GSE&IS FORUM  
Aimée Doré, Dean  
Shaena Engle, Editor/Writer  
310.206.5951  
www.gseis.ucla.edu

NON-PROFIT  
ORG.  
U.S. POSTAGE  
PAID  
UCLA