

New Information Studies Professors Join GSE&IS

by Shaena Engle

Our internationally respected Information Studies faculty continue to conduct research that shapes the way people generate, process, access, and distribute data. Faculty are drawn from many disciplines and engage in collaborative, interdisciplinary, and innovative teaching, research, and service.

This fall, one full time professor and two holding joint appointments have joined GSE&IS in the Department of Information Studies. They provide expertise in bibliography, internet culture and history, and ethnographic and archaeological conservation. "These accomplished new scholars enrich our faculty and strengthen our ability to connect people, information, and technology in more valuable ways," said Dean Aimée Dorr.

Renowned author, printer, book artist, and cultural historian Professor Johanna Drucker joined the Department of Information Studies as the inaugural holder of the Martin and Bernard Breslauer Professorship in Bibliography. In her new role, Drucker contributes to the Information Studies Department in all areas relating to bibliography, including the study of the collection and description of books; the study of the production and use of textual works as physical objects; and the history of books, book art, and



Professor Johanna Drucker

print culture – and their dialogue with information studies.

The new chair position was created in honor of prominent rare book dealers Martin and Bernard Breslauer. Bernard Breslauer was the only son of Martin Breslauer and joined his father's European rare book dealership after apprenticing in Florence. The Breslausers sold the majority of their library to flee Nazi Germany and rebuilt their business in London in 1937. Soon after his father's death, Bernard Breslauer relocated to New York and became a leading bookbinding expert, specializing in examples from the Middle Ages and the Renaissance, and in literary and musical autograph manuscripts. "I am honored to have been selected to hold such a prestigious position," said Drucker. "The new chair recognizes the Breslausers' great service and dedication to the field of bibliography and rare book collecting."

Drucker's recent research interests focus on aesthetics and digital media, particularly graphical communication and the expressive character of visual form. She joins GSE&IS from the University of Virginia, where she held the Robertson Chair in Media Studies in the Department of English and served as the creator and first director of the Media Studies program. Prior to her appointments at the University of Virginia, Drucker held faculty positions at the University of Texas at Austin, Harvard University, Columbia University, Yale University, and the State University of New York, Purchase. She earned a PhD from the University of California, Berkeley and a BFA from the California College of Arts and Crafts.

Associate Professor Christopher Michael Kelty joined UCLA with a primary appointment in the Center for Society and Genetics. He holds a joint appointment in Information Studies. Kelty joins the university from Rice University, where he served as an Associate Professor in Anthropology. He specializes in science and technology studies; specifically, internet culture and history, intellectual property, the public sphere, free and open source software, public domains, authorship and ownership, and the history and philosophy of science and technology in the US, Europe, and India.



Associate Professor
Michael Kelty

His latest book, *Two Bits: The Cultural Significance of Free Software* (Duke University Press, 2008) investigates the history and cultural significance of free software, revealing the people and practices that have transformed not only software, but also music, film, science, and education. Additionally, Kelty is a contributor to *Savage Minds*, an anthropology group blog. Kelty holds a PhD from Massachusetts Institute of Technology and a BA in Literature from the University of California, Santa Cruz.

Assistant Professor Ellen Pearlstein came to UCLA to join the UCLA/Getty Program in Archaeological and Ethnographic Conservation and now holds a joint

Continued on page 8, New IS Professors

Dean's Message

Like virtually all sectors of our society, higher education is reeling from the very real and very serious economic downturn in the United States and elsewhere in the world and from the fears associated with it. We at GSE&IS take cold comfort from knowing that our problems are fundamentally the same as those of our colleagues elsewhere.

What are GSE&IS's main problems? First and foremost is decreases in general funds from the state to the University of California and ultimately therefore to GSE&IS. The decreases began this year and are expected to be much greater in the future. General funds are essentially the only source for faculty salaries and benefits and should be the main source for staff salaries and benefits and basic operations. Also troublesome are increasing costs in several areas, particularly employee benefits (e.g., health insurance), the retirement program, and utilities. Ordinarily, such increases are covered by matching state fund increases, but these are not ordinary times. This year and for the foreseeable future, GSE&IS must cover the increased costs, which is effectively another budget cut. Added to these problems is the fact that other fund sources – principally externally funded research and development activity, income from endowments, and new philanthropic gifts – are all lower and still decreasing as these funders too cope with the economic downturn.

GSE&IS cannot hope for a bailout or for much trickle down from someone else's bailout. At the same time, bankruptcy is not in our future. GSE&IS still has alumni, friends, and donors who are generous within their means; our faculty continue to find external support for their scholarly and professional work; and the state will continue to fund the University, though at a level that many expect will be much reduced from what it is now, which itself is much reduced from state funding levels of the past.

GSE&IS must necessarily become a smaller, leaner operation. We have already almost entirely frozen hiring of new faculty and staff. We will need to cut some number of these positions permanently. Faculty are working diligently and intelligently to identify core programs and requirements and to ensure that what we offer students supports our mission and remains of high quality. Staff too are examining their operations and modifying them as needed to sustain essential functions with reductions in force. And all of us at GSE&IS are seeking to generate additional funds, create new sources of funds, and operate more efficiently.

GSE&IS faculty, staff, and students have had several opportunities this year and last year to learn about our financial condition – current and anticipated – and participate in figuring out what to do about it. They have demonstrated the compassion, ethics, savvy, creativity, and values one expects in GSE&IS. They have also been clear that now, perhaps more than ever, it is important to keep a focus on what GSE&IS is about, why we want to be here, what we want to achieve, what we are each doing in our work and why that work is valued.

This issue of the *Forum* provides some of that focus for all of you who receive it. Our new ventures in K-12 schooling for young people in under-served communities are highlighted, as are the accomplishments of two alumni and one faculty member. New faculty, hired from searches last year, are introduced. Also, there is news about various information studies events, including GSE&IS hosting the third annual *iConference* titled “*iFutures: Systems, Selves, Society*,” the annual Sayers' Lecture featuring celebrated authors and illustrators of children's literature, a well received series of panels on “Interdisciplinarity and Information” and our upcoming celebrations of the founding of the School of Library Service, the progenitor of our current Information Studies Department. Altogether



Aimée Dorr, Dean

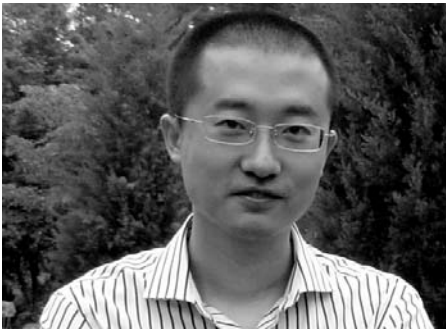
these news stories, along with our annual report which most of you received in the fall and our website, help you and us to understand and value GSE&IS. It is so important in these challenging times to keep our accomplishments and our goals in mind. We strive to capture them all in our mission statement, which is a fitting close to this message.

*The UCLA Graduate School of Education & Information Studies 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. **

Aimée Dorr
Dean

New Education Professors Join GSE&IS

by Shaena Engle



Assistant Professor Li Cai



Assistant Professor Thomas M. Philip



Assistant Professor Jane Pizzolato

Our Education faculty are committed to developing new knowledge with a goal of making education more accessible to and more effective for every learner, from early education through K-12 schooling, to higher education and beyond. Additionally, our faculty not only builds on knowledge, but enhances its impact by engaging directly with policymakers and practitioners who put it to use.

Three new Education faculty have joined the Department of Education. They provide expertise in advanced statistical methods and measurement, equity and social justice in mathematics and science teaching, student development in college, and educational access. New faculty will be actively engaged in our Teacher Education Program and our Masters in Student Affairs program.

Assistant Professor Li Cai joined the Department of Education in the Social Research Methodology division after receiving his PhD in Quantitative Psychology from the University of North Carolina at Chapel Hill. His research involves the study of quantitative methods of inquiry in educational research and evaluation, the creation of statistical models for educational testing and psychological assessment, and the development of data collection designs and instruments appropriate to the field of education and other behavioral and social sciences.

Cai received the prestigious Harold Gulliksen Psychometric Research Fellowship for the 2007-2008 academic year from the Educational Testing Service (ETS). The fellowship supported Cai during his

dissertation work and provided an opportunity for him to work in the ETS Center for Statistical and Psychometric Theory and Practice in the summer of 2008. Additionally, Cai received the Dean's Distinguished Dissertation Award in early 2008 for the best dissertation research in social, behavioral, and economic sciences. He holds an MA degree in Journalism and Communications from Ohio State University and an MS degree in Mathematical Statistics from the University of North Carolina at Chapel Hill. Cai received his BA in Business Communication from Nanjing University in China.

Cai joins UCLA Education Professors Noreen Webb, Michael Seltzer, and José Felipe Martínez and UCLA Psychology Professors Steve Reise and Peter Bentler as the core faculty for a new interdisciplinary doctoral training program funded by the Institute of Education Sciences (see article on page 10).

Assistant Professor Thomas M. Philip joined the Department of Education in the Urban Schooling division from the University of California, Berkeley. Philip is also an active participant in the Teacher Education Program (TEP) and is currently working on a collaborative project with researchers at the Education Research Collaborative in Boston that examines how racial, cultural, and linguistic equity and justice are intertwined with mathematics and science teaching and learning. Previously, he taught high school mathematics and science in Los Angeles and Oakland and also served as a lecturer at the University of California at Santa Cruz.

Philip received his BS in Electrical Engineering and Computer Science and his MA and PhD in Education in Mathematics, Science and Technology from the University of California, Berkeley. His research interests focus on ideological and conceptual change in understandings of race, racial justice, and equity.

Assistant Professor Jane Pizzolato joined the Department of Education in the Higher Education and Organizational Change division and is also an active participant in the Masters in Student Affairs program. Her research interests focus on educational access for students of color and students from low-income families, developmental programming in academic advising, parent involvement in education, personal epistemologies, and program assessment and evaluation. She is currently working on a longitudinal study of college preparation, achievement, and resilience of a cohort of students in Washington D.C.

Additionally, she is working on the Personal Epistemologies Project – a collaborative project with Dr. Kristen McKinney at UCLA's Student Affairs Information and Research Office (SAIRO) assessing and tracking students' epistemological development as a result of participating in the "Life Skills for College Women and Men" class at UCLA. Pizzolato holds a BA in English from Muhlenberg College. She served as an assistant professor and worked in Applied Developmental Psychology for three years at the University of Pittsburgh. She received her PhD in Educational Psychology from Michigan State University. *

Jeffrey Wood: Researching Ways to Decrease High Anxiety in Children

by Shaena Engle

Assistant Professor Jeffrey Wood began his career in education as a preschool teacher at the Harold Jones Child Study Center in Berkeley, California. Wood also spent a year teaching foster children at the Burt Center, a special education school in downtown San Francisco. “I decided to pursue my PhD because of my teaching experiences,” said Wood. “While teaching, I saw many children with significant difficulties adjusting to school and I became interested in research on mental health in the schools.”

After receiving his PhD in Psychology from UCLA in June 2003, Wood was hired as an assistant professor in the Psychological Studies in Education division in the Department of Education at GSE&IS. His research focuses on the effects of high, unrealistic anxiety on children’s adaptation to the school environment.

For the past four years, Wood has conducted research focusing on understanding and providing tools to elementary school students who are affected by high anxiety. “We found that over the course of the school year, children with high levels of anxiety tend to perform below their ability level, leading to lower academic performance,” said Wood. Additionally, Wood’s research found that elevated anxiety can interfere with social development, because it is associated with avoidance of interactions with peers and teachers, and an inability to make close friends and participate in social events.

After interviewing selected students and observing classroom behavior, Wood and his research team provided tools and skills for children to cope with anxiety. The results of Wood’s intervention program at GSE&IS’s Corinne A. Seeds University Elementary School (UES) have been highly

successful; 75% of children who began with highly elevated anxiety did not have a problem with anxiety after the intervention.

“Our objective was to devise an effective program that could be utilized within public elementary school settings, particularly for children who would otherwise be unlikely to receive mental health care of any kind,” said Wood.

As a result of his studies at UES, Wood is currently conducting a study of the anxiety intervention disseminated into the Culver City School District. Prior to beginning this research project, Wood developed adaptations of the intervention for families with diverse cultural backgrounds. These included incorporating appropriate metaphors consistent with the family’s cultural background; adapting goals to be consistent with outcomes that families value rather than imposing a predetermined set of goals; and aligning intervention methods with assets and resources that are unique to a family’s community.

If the program proves successful in urban school settings, Wood hopes to eventually work with government and education agencies in training school practitioners on identifying and intervening with children who have high anxiety in public elementary schools across the country.

As part of his dissemination strategy, Wood has also authored a book that includes information on how to identify and assist children with high anxiety (Wood and McLeod, 2008). This book is intended for school and community practitioners, and it details the evidence-based approaches that Wood has been testing in his research for the past eight years. “This is an example of research into practice and I hope that its



Education Assistant Professor Jeffrey Wood

publication assists with dissemination efforts in the public schools as the research progresses,” said Wood.

Professor Wood holds a BA in Psychology from the University of California, Berkeley and a PhD in Psychology from UCLA. He received GSE&IS’s Harold and Lois Haytin Award for Outstanding Research in Teaching and Learning in 2004 and again in 2006, and received the prestigious Early Career Award from the American Educational Research Association in 2006.

“In urban school districts, there is limited funding for student mental health needs,” said Wood. “Many students are stymied by personal and social challenges that can affect their learning and school attendance. One of my goals is to try to make our intervention methods very time- and cost-efficient so that they can be utilized by a wide range of teachers and counselors in any school setting, irrespective of district funding limitations.”

Wood is well on his way to achieving this goal. *

School Shootings and Social Violence: Some Reflections

by Douglas Kellner

From the shootings at Virginia Tech University to the tragedies at Columbine and Oklahoma City, certain common traits can be traced. April of 2009 will mark the second anniversary of the Virginia Tech shootings (April 16) and the tenth anniversary of the Columbine High tragedy (April 20). Fatal shootings on university campuses and Los Angeles schools indicate that the eruption of mass violence in America continues. What is behind these acts and, more importantly, can anything be done to stop them? To answer these questions, we need to grasp how a wide range of school shootings have multiple causes and need to be addressed by a diverse scope of responses. Although motivations for the shootings may vary, they have in common crises in masculinities in which young men use guns and violence to create ultramasculine identities in a media spectacle that produces fame and celebrity for the shooters.

In the case of the Virginia Tech shootings, it was clear that the alienated student and frustrated writer Seung-hui Cho produced "The Virginia Tech Massacre" in which he was star, director, and producer. His multimedia dossier revealed that he was imitating images from films and carrying out a vengeance drama in the tradition of the Columbine School shooters, whom he cited as "martyrs."

In the February 14, 2008 shootings at Northern Illinois University, a former student Steven Kazmierczak leaped from behind the curtain onto a stage in a large lecture hall. Armed with a barrage of weapons and dressed in black, he began randomly shooting students in a geology class, killing five before shooting himself. While his motivations have yet to be made clear, it is striking that he was obviously creating a highly theatrical spectacle of violence in the tradition of the Columbine and Virginia Tech shootings.

By a "crisis in masculinity," I mean a dominant societal connection between masculinity and being a tough guy,



Professor Douglas Kellner

assuming what Jackson Katz has described as a "tough guise," a mask or façade of violent assertiveness, covering over insecurities and vulnerabilities. The crisis erupts in outbreaks of violence and murder, as men act out rage, which takes extremely violent forms such as political assassinations, serial and mass murders, and school and workplace shootings.

The crisis in masculinity is grounded in deteriorating socio-economic possibilities for men and is aggravated by our current economic troubles. It is also produced in part by media which repeatedly show violence as a way of solving problems. It is also connected to the escalation of war and militarism in the United States from the long nightmare of Vietnam through the military interventions of the Bush-Cheney administration in Afghanistan and Iraq, as well as to accelerating social violence in the media and society at large.

Clearly, more rational policy about access to guns is one of the solutions to the problem. It is heartening that groups of people appalled by the Virginia Tech shootings have been campaigning to close gun show loopholes that allow people to purchase firearms without adequate background checks (as did a girlfriend of one of the underage Columbine shooters).

We also need to examine the role of the Internet as a source of ammunition and firearms, where anyone can assume a virtual identity and purchase lethal weapons and ammo. It is perhaps not coincidental that the Virginia Tech and Northern Illinois

University shooters both bought their ammunition from the same on-line business.

Yet the problem of escalating gun violence and random shootings is a larger problem than gun control alone. There is a lot of alienation, frustration, anger, and even rage in the schools, universities, workplaces, and public spaces of contemporary US society. Clearly, we need better mental health facilities and monitoring of troubled individuals, but also of institutions.

Schools and universities, for example, have been scrambling to ensure that they have in place counseling and monitoring programs to deal with troubled students, as well as safety plans concerning how to deal with violence and crises. Schools should be assessed concerning how well they are caring for their students and providing a secure learning environment.

Schools can go further and teach non-violent conflict resolution and media literacy courses that are critical of the ultraviolent images of masculinity circulating in the mainstream media. Young men and women, in turn, need to construct healthier conceptions of masculinity and femininity and see the destructive effects of violence.

To be sure, in an era of war and growing poverty, there is likely to be increased societal violence so that problems of random and targeted shootings will no doubt be a challenge that we will face in the years to come. It is important, however, to address the crises of masculinities, social alienation, and eruptions of societal violence and not use simplistic explanations such as mental health (e.g., "he's just crazy") especially since mental illness itself is a complex phenomenon that has a variety of causes and expressions. It is also important not to target scapegoats such as the Internet, media, prescription drugs, or any one factor that may well contribute to the problem, but is not the underlying cause. Rather we need to see the seriousness of the problems of school shootings and come up with an array of responses that will produce a more productive and humane society.

*Douglas Kellner holds the George F. Kneller Chair in the Philosophy of Education at UCLA and is a former Fellow of the Sudikoff Family Institute for Education & New Media. He is author of the recently published book *Guys and Guns Amok* (Paradigm Press, 2008). **

Alumni Making a Difference

by Shaena Engle

Alumna Paula Zeszotarski's love of libraries led her to attend GSE&IS. "I always liked organizing information. I found myself spending time in my elementary and junior high school libraries and developed an interest in working with databases after graduating from college," said Zeszotarski.

After receiving a BA in English Language and Literature from Yale University, Zeszotarski worked in non-profit administration in Washington DC and San Francisco for several years. In 1994, she entered the Department of Information Studies at GSE&IS. While taking an academic and research libraries course with her mentor and advisor, Dr. Beverly Lynch, Zeszotarski became interested in the field of higher education. She completed her MLIS degree in 1996, two MA degrees (one in English Literature from the Bread Loaf School of English in Vermont (1997) and one in education from UCLA in 1998), and went on at GSE&IS to complete a PhD in Education (2003), specializing in Higher Education and Organizational Change.

Zeszotarski currently works as Project Manager for the University of California Undergraduate Experience Survey (UCUES), a biennial, online, system-wide survey which measures the academic, civic, and social engagement of all undergraduates at the University of California campuses. As the central administrator for UCUES, Zeszotarski serves as liaison between UC faculty, institutional researchers, and the University of California Office of the President (UCOP) staff, and manages the implementation, data analysis, and reporting for the survey. Additionally, she makes presentations and reports based on the UCUES data set for decision makers in Student and Academic Affairs, responds to data requests, coordinates survey publicity and incentives, develops data access and reporting guidelines, and produces a website for distribution of reports and information.

"In my current position, I engage in a wide variety of daily activities. I utilize the social science research skills and knowledge that I

learned in the PhD program at GSE&IS," she said. "I find that my IS training benefits me by providing principles of system design, including needs assessment and development of taxonomies and information architecture."

When asked about the biggest challenge facing higher education today, Zeszotarski replied, "Reshaping how the general public perceives the value of higher education. We have shifted from the perception that higher-education institutions and graduates benefit society in general to the idea that education primarily benefits the individual by providing the means to build personal wealth. Today, the main public concern about the university is its admissions policies and whether certain types of individuals can get access. Equal access is important to creating an educated populace, but we have to look beyond the benefits to individuals and understand that we produce an educated populace in order to make a better society for everyone."

As libraries were always a big part of Zeszotarski's world, education has always been an important component of alumna Bernard Luskin's life and career. "I am the first in my family to attend university," said Luskin. "While growing up, teaching was always viewed as an important and high calling."

After receiving a BA in Business Education from California State University, Los Angeles and an MA in School Administration at California State University, Long Beach, Luskin accepted a position at Orange Coast College in 1963 and became the first community college instructor in the nation to introduce computers into his classroom.

Two years later, he was awarded a Kellogg Fellowship to work on his doctorate at UCLA. "In the 1960s and 70s, UCLA was the top university in the nation in community college leadership. While completing my EdD, I was able to study under B. Lamar Johnson as his last doctoral student," said Luskin. "Following his retirement, we worked together to help start the doctoral program in community college

leadership at Pepperdine University. Subsequently, on my own, I initiated a concentration at Claremont Graduate University and then at Fielding Graduate University."

In 1967, Luskin was named Vice Chancellor of Planning and Development at the Coast Community College District, making him the first administrator in community colleges to carry the title of Vice Chancellor. He completed his doctorate in 1970.

In 1970, Luskin also played a pivotal role in establishing public television station KOCE-TV on the Golden West College campus. He became Director of Project Outreach, a joint project of UCs, CSUs, and the California Community Colleges which focused on exploring elements of the emerging area of distance education. "The UCs, Cal States, and Community Colleges were all represented. The California Commission on Higher Education (now the California Postsecondary Education Commission) awarded us a grant to produce a model telecourse that others could follow. It was called 'Contemporary California Issues,'" said Luskin. He served as executive producer for the series from 1972 to 1973, which dealt with problems of aging, racism, energy, sexism, pollution, crime, alcoholism, and education. In 1974, Luskin won an Emmy Award for his work on the documentary series.

In 1976, Luskin was appointed founding President of Coastline Community College, a position he held for six years. In the 1980s, he held positions as President of Orange Coast College and Executive Vice President and Chief Operating Officer of the American Association of Community Colleges (AACC). In 1981, he was Chairman of the Board of the AACC.

In 1986, Luskin became the founding President and Chief Executive Officer of Philips Interactive Media, the first interactive media company in Hollywood. At this time, he spearheaded breakthroughs in the area of recordable CD leading to

Continued on page 7, Alumni

Alumni, Continued from page 6

DVD, including the production of the first Sesame Street CD, Grolier's and Compton's Encyclopedias, and the first interactive movie on CD. In 1994, Luskin became the President and CEO of Jones Interactive, Inc., and Vice Chairman of Jones International. In 1995, as Chancellor, he headed the launch of Jones International University, the first fully-accredited web-based university.

Joining Fielding Graduate University in 1999, Luskin served as Executive Vice President for Strategic Directions and founding Director of the Media Psychology Program. He worked to facilitate partnership projects; served as a faculty member in Education and Psychology; developed new programs; and worked on the positioning and marketing of the university. Additionally, he launched a community college leadership concentration and a media studies concentration in the School of Educational Leadership and Change, and he spearheaded the first PhD program in Media Psychology in any university. In late 2008 Luskin accepted a position as Chief Executive Officer/Provost of Touro University Worldwide, a new division of Touro College and University. Luskin also serves as Chief Executive Officer of a new school of Film, Television and Media Studies currently being developed at Touro.



Bernard Luskin

He also helped launch and is Administrative Director of the UCLA Extension/Fielding Graduate University Partnership Project in Media Psychology and Social Change. The partnership offers a series of courses leading to a certificate from UCLA and a Master's degree from Fielding. Luskin is working to establish a Center for Media Studies and Social Change to conduct research and house special projects and programs that contribute to new knowledge and progress in education, entertainment, health care, public policy, and commerce.

Luskin serves as the Director for the Kellogg Community College Leadership Legacy Project, a research study examining, evaluating, and reporting the contributions,

benefits, and best practices from the Kellogg Community Leadership Programs of the 1960s and 1970s. He created a website where former Kellogg Fellows share and record their experiences. Featuring over five hundred Kellogg Fellows from the twelve leadership programs from the 60s and 70s, visitors to the site are able to submit their story as a basis for informing future community college leaders and gaining a broader understanding of the contributions the leadership programs had on community colleges. Luskin is currently completing two books from his research on the project.

"GSE&IS is central to all I have managed to do. Because of my participation at UCLA, I met all the great leaders of the time. The Higher Education and Community College programs at GSE&IS shaped my life and the lives of many of my colleagues. The doctorate I received from UCLA was a milestone in my life," said Luskin. "Education is no longer a 'calling' for me; I have clearly been 'called' and will continue to use my experience to help colleges and universities achieve their goals." In 1983, Luskin received the Distinguished Leadership Award from the UCLA GSE&IS Doctoral Alumni Association, and in 1999, he was recognized by the European Union for lifetime global contributions to Media and Education. *

GSE&IS to Partner in New Bruin Community School

by Shaena Engle

GSE&IS is leading UCLA's partnership with LAUSD Local District 4, the teacher's union, and a coalition of community-based organizations to open the Bruin Community School (BCS). The new kindergarten – 12th grade school will be the first of six to open at the Ambassador Schools Complex, formerly the site of the Ambassador Hotel.

UCLA faculty, staff, and students will participate in the school as mentors, instructors, tutors, learners, and researchers. The BCS will personalize the learning of all students, engaging them in multi-age settings, innovative instructional programs, and for the older students community-based internships. "Our teacher education and principal leadership programs, together with our research on and commitment to community-based schooling, uniquely qualify us not only to support the Bruin Community School's instructional program but also to help shape urban school policy," said Karen

Hunter Quartz, GSE&IS researcher and director of research and development for the Bruin Community School.

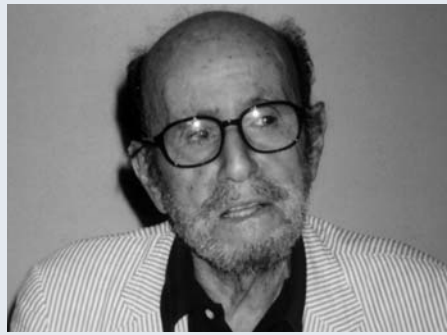
The new BCS will serve approximately 1,000 students in the Wilshire Center/Koreatown, Pico Union, and neighboring communities and is expected to open in fall 2009.

"We are dedicated to providing all students with access to the highest quality education," said UCLA Chancellor Gene Block. "The new Bruin Community School is one example of our significant and long-term commitment to public school improvement through engaged scholarship and partnerships with community leaders, organizations, teachers, and local government."

LA Unified is looking for additional partners to operate the other five schools at the 24-acre complex. *



David Diaz



Sid Fleischman



Cynthia Kadohata

Francis Clarke Sayers Lecture Brings Children's Authors and Illustrators to UCLA

by Megan Linford

The Frances Clark Sayers Lecture Fund was established by friends and colleagues to pay tribute to Frances Clark Sayers (1897-1989) and her lifelong dedication to children and early literacy. Sayers was a member of the UCLA faculty from 1954 to 1965, first in the Department of English and later at the new School of Library Service. Ongoing contributions to the fund make possible the Sayers Lecture as an annual children's literature event for the region.

Last year a distinguished panel of three award-winning children's authors and illustrators spoke to an audience of more than 100 alumni, students, faculty, and friends of GSE&IS and members of the general public at the 2008 Frances Clarke Sayers Lecture on Sunday, February 10, 2008.

Billed as a "Celebration of Award-Winning Southern California Authors and Illustrators", the panel featured Caldecott Award winner David Diaz (*Smoky Night*), Newbery Award winner Sid Fleischman (*The Whipping Boy*), and Newbery Award winner Cynthia Kadohata (*Kira-Kira*).

Dean Aimée Dorr welcomed the crowd and Information Studies Professor Virginia Walter introduced the panel members. Information Studies graduate student Ashley Burdick introduced moderator Michael Cart, a noted children's literature expert. The panel engaged in an hour-long conversation about their careers, work habits, and advice to aspiring writers and artists.

The traditional book signing and reception immediately followed the event. Diaz, Fleischman, and Kadohata signed their books for the crowd. Delighted fans had photos taken with one or another of the panelists.

Kadohata shared that she always works from an outline and her work mantra is "finish what you start." Fleischman told the audience that once he has an idea for a story, he tries to settle on a title right away and then "instinct takes over." Much to the delight of the audience, Diaz created an illustration on-stage while describing his artistic techniques and work habits. When asked by an audience member for his advice to aspiring illustrators, Diaz replied, "Don't just be yourself – be your best self!"

The 2009 Frances Clarke Sayers Lecture will feature Brian Selznick, the 2008 Caldecott award-winning illustrator and author of *The Invention of Hugo Cabret*. The lecture will be held on Sunday, April 5th with a book signing and reception to follow.

Annual giving to UCLA and the Graduate School of Education and Information Studies can be directed to the Frances Clark Sayers Fund. For more information on this giving opportunity or other opportunities, contact Laura Lindberg, GSE&IS director of development, at 310-206-0375. *

New IS Professors, Continued from page 1

appointment in the Information Studies Department. Her research interests include American Indian tribal museums and how museum staff define cultural preservation; the effects of environmental agents on ethnographic and natural history materials; introducing context into cultural materials' conservation education, and curriculum development.

Pearlstein holds an MA in Art History and Archaeology from Columbia University, an Advanced Certificate in Conservation from The Conservation Center of the Institute of Fine Arts at New York University, and a BA from Brooklyn College. *



Assistant Professor
Ellen Pearlstein

The Center for Information as Evidence Hosts “Interdisciplinarity and Information” Colloquium Series

by Shaena Engle

In March and April of last year, The Center for Information as Evidence hosted “Interdisciplinarity and Information,” a series of panel discussions where UCLA faculty talked about a range of information-related themes. Panels took place in the video classroom in Moore Hall on four Monday evenings from March 3 through April 7, 2008. Topics included global cultures, digital technology, spatiality, temporality and the human body. In particular, the colloquium series addressed issues related to interdisciplinary methods of handling and accessing information.

The forums, which were free to the public, provided an opportunity for scholars from diverse disciplines across the UCLA campus to reflect on the interdisciplinary nature of their research and teaching experiences, to raise stimulating questions, and to explore new research directions. During the March 10 “Digital Technology,

Part 1: Temporality” colloquium, speakers explored the role of digital technology in redefining academic disciplines and basic assumptions of the human experience and the impact of new technologies on our understanding of temporality. History Professor Janice L. Reiff utilized examples of maps of Chicago and Los Angeles to signify the relationships among time, space, and theory; Musicology Professor Robert Fink discussed how musical time appears to be twisted and liberated in the age of digital reproduction, utilizing John Oswald’s “Grayfolded” album as an example of layering and folding numerous performances into one large recomposed piece of music; and Astronomy Professor Mark Morris used examples of galaxies to signify the interconnectivity of time and distance. Speakers at other colloquia included Keith Camacho, Asian American Studies; Helen Deutsch, English; Diane Favro, Architecture; Anastasia Loukaitou-

Sideris, Urban Planning; Jeanette Papp, Human Genetics; Todd Presner, German Studies and Digital Humanities; Ramesh Srinivasan, Information Studies; and Carlos Alberto Torres, Education.

“There are few opportunities to consider information issues simultaneously from the perspectives of the arts, humanities, sciences, and social sciences,” said Director of The Center for Information as Evidence and Information Studies Department Chair Professor Anne Gilliland. Joshua Sternfeld, Associate Director of the Center and organizer and moderator of the event, remarked, “The colloquium series provided an open and engaging forum for participants to reflect on their work and the work of their colleagues from an alternative outlook that otherwise might not be available. It was wonderful to see faculty, students, and the wider Los Angeles community take part in a lively, open discussion.” *

GSE&IS Hosts Third Annual *i*Conference: *i*Futures: Systems, Selves, Society

by Shaena Engle

In February 2009 the fourth annual *i*Conference will take place at the University of North Carolina, Chapel Hill. GSE&IS was proud to host the third annual *i*Conference on the UCLA campus from February 28 through March 1, 2008. The *i*Conference was presented by the *i*Caucus, a consortium of 19 colleges and schools in North America that offer degree programs and work to elevate the stature of the information field in the eyes of prospective students, business leaders, employers, funding entities, and other constituencies critical to the growth and development of the field.

“We are very proud that we were chosen to host last year’s event,” said Dean Aimée Dorr. Conference participants came from schools where computer and information studies departments have evolved into something known as “*i*Schools.” The

“*i*School” concept grew from the recognition that the traditional disciplines of information science, computer science, and information technology are increasingly overlapping in today’s digital, information-age society. Approximately 300 participants attended the three-day gathering. Breakout sessions at the conference ranged in topics from information technologies and networking to information law and preservation. Microsoft sponsored an early evening reception, providing valuable conversation time.

This conference adopted the theme “*i*Futures: Systems, Selves, Society” and included over 90 paper, poster, and roundtable presentations from researchers, graduate students, scholars, and professionals who work at the nexus of information, technology, and people.

Keynote presentations were provided by Elizabeth Liddy, Dean of the School of Information Studies at Syracuse University, and Christa Phillips, Community Editor for Xbox.com.

The National Science Foundation sponsored an *i*Schools Doctoral Colloquium, helping 24 aspiring doctoral candidates hone their dissertation topics and research, while also preparing them for future information careers. “I was extremely pleased with the quality of work that we saw from the doctoral students,” said Information Studies Professor Jonathan Furner, who led the colloquium. Additional events included junior faculty mentoring and a presentation and reception at the Getty Research Institute and Museum. *

In Brief

Faculty Honors and Achievements

Education Professor **Walter Allen**, Education Associate Professor **Robert Cooper**, Education Professor and GSE&IS Dean **Aimée Dorr**, Education Associate Professor **Noel Enyedy**, Education Professor **Frederick Erickson**, Education Associate Professor **Megan Franke**, Education Professor **Patricia Gándara**, Education Professor **Sandra Graham**, Education Associate Professor **Tyrone Howard**, Education Associate Professor **Ernest Morrell**, Education Professor **Jeanne Oakes**, Education Professor **Gary Orfield**, Education Professor **Daniel Solorzano**, and Education Professor **Noreen Webb**, among others, attended, presented papers, and served on panels at the American Educational Research Association's (AERA) 2008 Annual Meeting held March 24 through March 28 in New York.

Education Professor **Walter Allen** was given a Presidential Citation at the AERA convention, honoring his significant research contributions focused on higher education, race and ethnicity, family patterns, and social inequality.

Education Professor Emeritus **Alexander Astin** and Education Professor Emerita **Helen Astin** presented "Cultivating the Spirit: College and the Search for Meaning" at the annual conference of the Association of American Colleges and Universities in Washington, DC, January 2008.

Education Associate Professor **Alison Bailey** is part of a team of researchers working on a grant that The George Washington University Center for Equity and Excellence in Education received from the Bill & Melinda Gates Foundation. Dr. Bailey is senior project advisor and the California lead on the project.

Education Professor **Eva Baker** spoke at the Assessments for Learning: a Briefing on Performance-Based Assessments in Washington, D.C. on October 20, 2008.

Education Professor **Eva Baker**, UCLA Psychology Professor **James Stigler**, and CRESST researcher **Gregory Chung** will lead the new Center for Advanced Technology in Schools (CATS), a five-year, \$10 million grant from the U.S. Department of Education's Institute of Education Sciences. CATS will combine research on cognitive psychology, instruction, assessment, and various types of new technologies including games to improve the learning of underperforming middle school students.

Information Studies Professor **Christine Borgman**'s book, *Scholarship in the Digital Age: Information, Infrastructure, and the Internet* won the Best Information Book

Continued on page 11, In Brief

UCLA Receives \$4 Million Grant from the Institute of Education Sciences for New Interdisciplinary Doctoral Training Program

by Shaena Engle

UCLA's Graduate School of Education and Information Studies and Department of Psychology have been awarded a five-year \$4 million grant by the Institute of Education Sciences (IES), the research arm of the U.S. Department of Education. The grant will support an interdisciplinary doctoral training program dedicated to producing world-class quantitative education researchers. It will bring together UCLA faculty from the education, psychology, biostatistics, and sociology fields to offer advanced training in research design, statistics, psychometrics, and educational policy to students in the program. Other highlights of the new program include an invited speaker series, interdisciplinary seminars, and apprenticeships with renowned affiliated researchers in the education and psychology departments, including special opportunities related to mathematics teaching, learning, and testing.

The training program will prepare students with the most advanced methodological approaches for conducting high-quality empirical research in education. Example research issues addressed by program faculty and students include improving the mathematics competence of underperforming students, high stakes testing policy and practice, reducing achievement gaps between students of different ethnic backgrounds, dropout trends and remedies, effects of tracking in schools, and multimedia technologies for teaching mathematics and science. Fellows in the program will become the next generation of education scientists able to conduct rigorous educational research that

advances knowledge in the field and provides useful information about important educational issues to practitioners and policymakers.

Students with undergraduate or master's degrees in education, psychology, mathematics, statistics, sciences, social sciences, or humanities can apply to enter the new program. Selected students will receive a stipend starting at \$30,000 per year for up to five years and coverage of tuition, fees, health insurance, annual travel to a fellows meeting in DC and to a conference in which the student is presenting his or her research, and support for research expenses. Graduates of the program receive a Certificate in Education Sciences in addition to a doctorate in their discipline.

The core faculty for the new program includes UCLA Education Professors Noreen Webb, Michael Seltzer, José Felipe Martínez, and Li Cai, and UCLA Psychology Professors Steve Reise and Peter Bentler. "The support from the U.S. Department of Education reflects the growing visibility and reputation of our faculty and programs. The program will provide advanced methodological training along with practical research experience with real-world educational issues," said Webb, who leads the endeavor. "We are honored to receive this prestigious grant."

For more information about the program visit <http://aqm.gseis.ucla.edu>. *

Award at The American Society for Information Science and Technology's (ASIS&T) annual Awards Luncheon in October 2008.

Information Studies Associate Professor **Clara Chu** presented the keynote speech at the 10th International Conference on Asian Digital Libraries in Vietnam in December 2007. Additionally, she spoke at the National Digital Archives Program International Conference in Taiwan in March 2008.

Education Professor and GSE&IS Dean **Aimée Dorr** received the 2007-2008 UCLA Faculty/Staff Partnership Award. In recognition of the value of collaboration and collegiality, the award recognizes faculty members who actively develop and encourage faculty/staff partnerships.

Education Professor **Patricia Gándara** is a member of the project advisory board for a grant that The George Washington University Center for Equity and Excellence in Education received from the Bill & Melinda Gates Foundation. UCLA is a subcontractor on the grant, which provides funds for research on academic language needed by English Language Learners to successfully master algebra and biology.

Education Professor **Sandra Harding** was chosen as a UCLA Phi Beta Kappa Lecturer for 2007-2008. Her work was featured (with UCLA Phi Beta Kappa Lecturer Michael Allen) on the first floor of UCLA's Young Research Library in April 2008.

Education Professor Emeritus **John Hawkins** has been named co-editor of a new book series on comparative and developmental education to be published by Palgrave MacMillan Press. Additionally, he has been named as External Examiner for Hong Kong University.

CRESST Director **Joan Herman** has been appointed to the joint committee to revise the "Standards for Educational and Psychological Testing." Herman joins a distinguished committee of researchers and experts who will update and revise the standards that guide the development and use of assessments across the United States.

Dr. Herman follows CRESST Directors **Eva Baker** and **Robert Linn**, both of whom served on previous committees in 1999 and 1985 respectively.

Education Professor **Sylvia Hurtado** and Education Professor **Mitchell Chang** received over \$3 million of support in new awards from the National Science Foundation and the National Institutes of Health for their project "Becoming Scientists." The project will follow a cohort of students from college into graduate school in the science, technology, mathematics and engineering fields.

Information Studies Professor **Beverly Lynch** presented the keynote speech at the Chinese American Library Association's annual conference in Anaheim in June 2008. Lynch has also been appointed chair of the International Relations Committee of the American Library Association for 2008-2009.

Education Professor **Patricia McDonough** was appointed to the National Association for College Admission Counseling's (NACAC) Board of Directors.

Education Professor **Don Nakanishi** was awarded the Yale Medal on November 14, 2008 at Yale University. The Yale Medal is the highest award presented by the Association of Yale Alumni and is conferred solely to recognize and honor outstanding individual service to the University.

Information Studies Assistant Professor **Ramesh Srinivasan** was a speaker at HASTAC II: Techno-Travels and TeleMobility at UCLA, Worldmaking in an Age of New Media at the University of Wisconsin, Subconversion, Conversion, and Development with ICT's at the University of Cambridge, and Networking Visual Culture at the University of Southern California.

Education Professor **Carlos Alberto Torres** presented the keynote speech at the "Educating the Global Citizen, Globalization, Education and New Models of Governance" convention at the Universidade Lusófona de Humanidades e Tecnologias in Lisbon in June 2008. Additionally, he provided the keynote

speech at the World Educational Forum in Brazil in May 2008. Professor Torres, with the Paulo Freire Institute, also conducted the second annual summer course for graduate students from Taiwan and Korea.

Education Professor **Noreen Webb**, Education Professor **Michael Seltzer**, Education Assistant Professor **José Felipe Martínez**, Education Assistant Professor **Li Cai**, and UCLA Psychology Professors **Steve Reise** and **Peter Bentler** received a five-year \$4 million grant from the Institute of Education Services (IES) to fund an interdisciplinary doctoral training program in advanced quantitative methods.

Faculty Publications

Education Professor Emerita **Helen Astin** co-authored (with Education Alumna and Visiting Assistant Professor **Jennifer Lindholm**) "Spirituality and Pedagogy: Faculty's Spirituality and Use of Student-Centered Approaches to Undergraduate Teaching" for *The Review of Higher Education* (Winter 2008). Additionally, she co-authored (with Assistant Professor Alyssa Bryant from North Carolina State University) "The Correlates of Spiritual Struggle During the College Years" for *The Journal of Higher Education* (January/February 2008).

Information Studies Professor **Christine Borgman** chaired the task force for the National Science Foundation's "Fostering Learning in the Networked World: The Cyberlearning Opportunity and Challenge." The report covers issues involving the use of cyberinfrastructure to advance teaching and learning.

Education Professor and GSE&IS Dean **Aimée Dorr** and Education PhD Alumnae **Valerie Hall** and **Emily Arms** co-authored "Developing the Next Generation of Education Researchers: UCLA's Experience with Spencer Foundation Research Training Grant" for *Teachers College Record* (vol. 110).

Education Professor **Sandra Harding** authored *Sciences From Below: Feminisms, Postcolonialities, and Modernities* (Duke University Press, 2008).

In Brief, Continued from page 11

Education Associate Professor **Marjorie Faulstich Orellana** and education students **Lisa Dorner**, and **Rosa Jiménez** co-authored "It's Just Something You Do to Help Your Family: The Development of Immigrant Youth Through Relationships and Responsibilities" for the *Journal of Adolescent Development*. Additionally, Orellana coauthored with education students **Ramón Martínez**, **Mariana Pacheco** and **Paula Carbone** "Found in Translation: Connecting Translating Experiences to Academic Writing" for *Language Arts*, as well as co-authoring with education doctoral candidate **Yvonne de la Pena** "An Examination of Latino Immigrant Youths' Out-of-School Technology Practices" for the *Educational and School Psychology Journal*.

California Reading and Literature Project Director **Carol Jago** authored *Come to Class: Lessons for High School Writers* (Heinemann Press 2008), a five-book manual for teachers.

Information Studies Professor **Beverly Lynch** authored "Library Education: Its Past, Its Present, Its Future" for *Library Trends Magazine* (Spring 2008).

Information Studies Assistant Professor **Steven Ricci** authored *Cinema and Fascism: Italian Film and Society, 1922-1943* (University of California Press, 2008).

Education Professor **Mike Rose** authored "Intelligence, Knowledge, and the Hand/Brain Divide" for *Phi Delta Kappan* (May 2008).

Education Associate Professor **Linda Sax** authored *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men* (Jossey-Bass, 2008).

Information Studies Assistant Professor **Ramesh Srinivasan**'s project on introducing media technologies in communities in India was profiled in Business Week's August 1, 2008 travel blog. Additionally, Srinivasan authored "How Does One do Qualitative Research That Has Global Relevance? A Critical Response" for *Internet Inquiry: Dialogue Among Scholars*.

Education Professor **Carlos Alberto Torres** and Steinhardt School of Education Professor Pedro Noguera co-edited *Social Justice Education for Teachers: Paulo Freire and the Possible Dream*. Professor Torres also

published the article "Después de la Tormenta Neoliberal. La Política Educativa Latinoamericana entre la Crítica y la Utopía" for Antonio Teodoro's *Tempos e Andamentos Nas Politicas de Educacao. Estudos Iberoamericanos*.

Education Professor **Wellford Wilms** authored *Liberating the Schoolhouse* (Triarchy Press, May 2008).

Student/Alumni Achievements

Principal Leadership Institute Alumna **Sarah B. Shulkind** received the National Association of Secondary School Principals Dissertation Award for middle level work. Dr. Shulkind is Middle School Principal for the Milken Community High School.

Education Alumnus **Dr. Guillermo Ruiz** and Dr. Carlos Mora Ninci published *The Political Sociology of Education in International and Comparative Perspective: The Contributions of Carlos Alberto Torres* (Buenos Aires, Minos y Davila editors, 2008). *



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