In this issue

3  Entering Graduate Student Welcome Reception
5  Everything You've Always Wanted to Know About Graduate Student-run Publications
12  Graduate student profiles: Cory Evans, Michelle Wehling-Hendricks, Rob King, John Roskovensky
16  Career Pathways 2001: An Empowering Event
22  Distinguished teaching assistants for 2001 honored
24  Graduate student accomplishments Papers, publications, presentations, performances
31  2001 Doctoral Commencement Hooding Ceremony
Dear Graduate Student,

It is my pleasure to extend a warm welcome to both new and continuing students and to express my sincere wishes for a rewarding, productive and successful academic year. We begin this academic year in interesting and remarkable times. Fresh and terrible images are burned into our minds from the September 11 attacks on our country. Many uncertainties shadow the political and economic future of America and the world. While we must remain attuned to the enormously significant events unfolding in the world around us, I hope that you will, nevertheless, assure yourselves a quiet space and time to continue to pursue your academic goals. At its best, graduate education will prepare you for the challenges ahead, helping you to obtain the skills, information, intellectual discipline, and heart you will need to prevail.

In this issue we are very pleased to report what we’ve learned about graduate student-run publications across the campus. We began by sending a query to all departments asking for information on any graduate student-run journal or website currently being published. With the resulting list of editors and contacts, we sent an email survey to nearly 30 graduate student-editors of these publications. The answers to these email surveys, along with a dozen or more in-depth telephone interviews have been used to create the article and side stories beginning on page 5, “Everything You’ve Always Wanted to Know About Graduate Student-run Publications.” These publications provide a venue for research and writing by graduate students—while being run by some of the busiest and most committed graduate students on this campus. The challenges and rewards of managing these publications are discussed in the pages of this issue. I would like to encourage every graduate student to not only read this article but make every attempt to become involved with one of these publications because they offer one way to acquire and polish skills—from writing to time management—that will be useful throughout your career, whether in academia or industry.

Other sections of this issue present news of graduate students across the campus. We celebrate our entering graduate class with a report on the very successful 2001 Welcome Reception; we congratulate hundreds of recipients of a long list of prestigious fellowships for 2001-2002; we share with pride the growing number of papers, publications, presentations and students—while being run by some of the busiest and most committed graduate students on this campus. The challenges and rewards of managing these publications are discussed in the pages of this issue. I would like to encourage every graduate student to not only read this article but make every attempt to become involved with one of these publications because they offer one way to acquire and polish skills—from writing to time management—that will be useful throughout your career, whether in academia or industry.

Best wishes for a fruitful fall and a warm winter.

Sincerely,

Claudia Mitchell-Kernan
Vice Chancellor Graduate Studies
Dean, Graduate Division

quote for thought

“The academic profession depends on self-regulation and a clear understanding of the principles that underlie responsible practice. These principles and their practice are, presumably, transmitted from one generation to the next as an integral part of the mentor/apprentice relationship.”

Data from a national survey indicates that the following percentages of graduate students have a clear understanding of customary policies and practices with respect to certain specific issues: appropriate relations with undergraduates (61%); using copyrighted material (55%); generating and using research data (47%); understanding biosafety, human subjects and animal care (42%).

“Regarding other customary practices, students’ understanding declined precipitously. When asked about their knowledge of using research funds appropriately, allocating authorship for papers, submitting papers for publication, and reviewing papers, only 20% to 30% of the students reported that they are ‘very clear’ about customary practices... The data indicate that the ethical dimension of faculty and professional life—how to act responsibly and in the best interests of the profession—is not, as is often assumed, part of graduate training.”

Nearly 3000 attend 2001 Entering Graduate Students’ Welcome Reception

Nearly 3000 entering graduate students, faculty, departmental staff, and guests attended this year’s Welcome Reception held on September 24, 2001 at the UCLA Faculty Center. The annual event is held to officially welcome all entering graduate students to UCLA and serves as an official campuswide kickoff for the new academic year.

Chancellor Albert Carnesale welcomed everyone and introduced many of the deans and chairs in attendance, and then introduced Vice Chancellor Graduate Studies and Graduate Division Dean Claudia Mitchell-Kernan. In her remarks Dean Mitchell-Kernan said, “The academic landscape has never been more exciting as new fields of knowledge flourish and as cultures and peoples have entered into an unprecedented confluence. Faculty, administrators, and staff alike all stand ready to support you in the pursuit and achievement of your academic and professional goals.”

As a word of advice, Dean Mitchell-Kernan said, “As you made decisions about where to pursue graduate education, you were no doubt concerned with national rankings, curriculum offerings, and laboratory facilities. But in truth, the relationships you make here will be the biggest contributors to your education.

“Take a look around you at the peers who will become your colleagues and teachers. Your interactions with other students will offer some of the most memorable and meaningful lessons that you take from this university,” she continued.

This year’s entering graduate school class totals about 3,530 ranging in age from 16 to 60 years; 49.8 percent are women and 50.2 percent are men. The 84.7 percent of new students who are from the United States have permanent addresses in 46 states; the remaining 15.3 percent are from 68 other countries. (These data were compiled from information in the Student Records Database maintained by the UCLA Registrar’s Office on 9-10-01. This is not an official profile of the entering graduate class, but rather a snapshot of the counts as of that date.)

Please see the photographs below and on the following page.
The photos tell the story ...continued from previous page

2001 Entering Graduate Students’ Welcome Reception

—photographs by Todd Cheney, ASUCLA Photography; and Patricia Jordan
In the late 1960s, a group of UCLA graduate students founded the journal *Ufahamu* as an academic voice for their new organization, the African Activist Association. The Association supported the anti-apartheid struggle in South Africa and pressured for an African agenda in the United States. The journal remains one of the oldest graduate student-run journals at UCLA and the longest-running graduate journal of African Studies in the United States. Of similar vintage is *Mester*, a journal established in 1970 by graduate students in Spanish and Portuguese.

Eighteen years ago, graduate student Kathryn Bailey (PhD, 1996) founded *Paroles Gelées* to provide a forum where graduate students and a bright idea—that's how UCLA's graduate student-run journals begin. A newcomer, the online journal *ECHO*, offers a good example of how the process works.

In 1999, three musicology students got to talking with their professors, who had worked on a student musicology journal during their own graduate careers. From these conversations, the students concluded that it was possible to start a journal and have an impact on their field.

“We felt a need for a publication dedicated to music that would be accessible to readers and writers from many disciplines,” says *ECHO*’s first editor-in-chief, Jacqueline Warwick. “Scholars from many different backgrounds study music, but it has often been difficult for people without formal training to address the ways in which music operates. Equally, writers with formal music training sometimes find it difficult to analyze music without relying on technical language that is mystifying to many.” Because of its online format, *ECHO* articles can include sound and film clips, “enabling close readings of sounds and performance techniques in ways that are clear and immediate to a wide variety of readers.”

With this goal, *ECHO*’s editorial staff soon grew to eight or more students. “With so many of us committed to the project, it seemed reasonable to think that it wouldn’t take up too much of any one person’s time,” says assistant editor Maria Cizmic. “Even though this has really not proven to be the case, we do have a good group of people working on *ECHO*, all of whom are deeply committed to the project. I don’t think that anyone was initially daunted by the difficulty of the project because we didn’t know what we were getting into.”

What they were getting into was the publishing business. Like the editors of all the student-run journals, they have a job that calls for building and maintaining a staff of editors, soliciting manuscripts, preparing them for publication, designing a website or laying out pages for printing, and handling such administrative chores as mailing, paying bills, and selling subscriptions.

Selecting editors and recruiting staff

The editors of these journals solicit manuscripts, conduct the referee process, and work with authors on revisions. They also recruit volunteers for staff positions. Usually, all students in a discipline—or with an interest in the journal’s topic—are eligible for staff jobs. Editors emerge from their ranks, with peers approving their selection. Some are chosen specifically for the skills they bring to the job.
So you want to publish a journal...

Reasoning that publication is a necessary part of graduate students’ professional development, the Graduate Student Association (GSA) provides funds to help assure that graduate students have the opportunity not only to publish articles but also to edit journals.

Christopher Flynn, who handles requests from publications for the GSA, says “a large chunk” of the income GSA draws from graduate student fees is used to support graduate student journals.

Students who wish to start a journal must acquire a departmental sponsor and become registered as an official organization. Then, they must prepare a budget and submit a request to GSA. A few criteria must be met. Although content is unrestricted, the publication must be scholarly in tone, and at least 50 percent of the authors must be UCLA graduate students or faculty. The editorial staff should also consist primarily of graduate students. GSA funding cannot be used to pay editors, although departmental stipends are acceptable. Recently, GSA changed the rules so that Web-only journals could use some of their funding for computer equipment.

“It’s as simple as that,” says Flynn. “If publications submit a requisition and meet our requirements, they will get funded.” In a typical year, 15 to 20 publications apply for help. “We fund everybody in some way,” Flynn says, although publications that benefit from other kinds of support may get lower GSA grants. “This year, we were able to come fairly close to meeting everyone’s requests.”

Preparing articles for publication

Whether their format is print or online, all journals must do what is called copyediting. Besides checking spelling and grammar, this process makes sure that all citations of works have supporting references, that all of the superscript numbers have notes to match, and that all the tables or figures are provided. Most journals follow a stylebook that dictates the format of reference lists and makes calls on issues where two versions are correct, for example, whether to use advisor or advisor.

Student editors of UCLA journals come by their expertise in a variety of ways. Jack Bishop, editor of Pacific Review of Ethnomusicology, recalls a bibliography/research methods course offered in the Department of Ethnomusicology that gave him his first exposure to the everyday tools of a journal editor. It was an experience he enjoyed, and “my confidence to serve as editor came from that course,” he says.

Kris Over brought to Comitus experience she gained working on Comparative Literature’s student-run Suitcase: A Journal of Transcultural Traffic. “At Suitcase, we were all jumping feet first into something we had never done,” she says. “We all very quickly learned how to copyedit, decided how we would select articles, how to go about making group decisions.”

For student journal editors seeking some guidance, UCLA Chicano Studies’ Research Center publications...
Production and other business

Once the articles are in final form, the pages or website must be designed. Paper journals are sent out for printing. Who does these chores varies from journal to journal.

Issues in applied linguistics is produced on a MacG4 computer using Pagemaker software, then turned over to a West Los Angeles printer for printing and binding, all under the supervision of a production editor. Similarly, members of the ECHO collective—Andrew Berish, Charles Garrett, Gordon Haramaki, Caroline O’Meara, and Glenn Pillsbury—are highly knowledgeable and talented in the area of web design. Paroles Gâées hires someone to do the typesetting, and Ufahamu pays a managing editor for 10 hours a week to handle most elements of production.

Many student editors also deal with the business side of publishing: paying invoices, collecting for subscriptions, marketing the journal. Drawing on his experience as a music producer, Jack Bishop at Pacific Review of Ethnomusicology established a set of business procedures for the journal. Among other things, he opened an account for the journal so that funds would no longer have to be funneled through the department.

Some journals provide small stipends or even salaries for some members of the editing team. For example, David Wood, the editor-in-chief of Master, is paid to handle most of the production work and the Dean of the School of Public Policy and Social Research supports a part-time office manager for the journal Critical Planning.

At UCLA’s Law School, staffer Pei Pei Tan’s primary responsibility is the production and business side of the UCLA Law Review. She keys in editing changes, handles subscriptions and invoices, fulfills claims, and oversees production. While the Law Review’s student editors change every year, Pei Pei says, “I’m their historical knowledge. I’ve

Brief descriptions of graduate student-run journals

As listed alphabetically

Asian Pacific American Law Journal
Established in 1994 to facilitate discourse on issues affecting South Asians, Southeast Asians, East Asians, and Pacific Islanders. It publishes articles from professionals and academics as well as comments and case notes from law students.

Carte Italiane
Publishes articles in both Italian and English in any area of Italian studies, primarily literary and linguistic research. On occasion, papers from student conferences have been published as special issues, and more conferences are planned. A web version of the journal is also in the works.

Chicano Latino Law Review
Established in 1972, the first law review in the United States to deal exclusively with issues pertaining to the Latino community. It is now one of three in the field. In 2000, it published papers from a symposium on hate crimes. A symposium on affirmative action is scheduled next year.

Comitatus
Publishes interdisciplinary articles in medieval and renaissance studies. Founded in 1970, it evolved out of an Old English newsletter published within the English Department. The journal was established after it came under the wing of the Center for Medieval and Renaissance Studies. It publishes work by graduate students and by recent PhDs. It is distributed internationally, with about 500 subscriptions, most of them to libraries, and is very well respected in its field.

Critical Planning
Publishes annually and is one of a handful of student-run journals in urban planning. Started in 1993 by students in the School of Architecture and Urban Planning who were interested in planning theory, the journal includes articles that deal with cities and regions. Its primary goal has always been to provide a forum for UCLA graduate student work, but others may submit. The journal circulates primarily among UCLA students and faculty, with fewer than 50 copies going to scholars off campus.

CLIC (Crossroads of Language, Interaction, and Culture)
An edited collection of proceedings from the annual CLIC conference, reflecting the interdisciplinary nature of scholarship on language and interaction and exploring language use in a variety of settings. Scholars are drawn from applied linguistics, anthropology, education, psychology, and sociology.

The Docket
For about 50 years, this journal has provided news and entertainment as well as a forum for discussion about issues that affect the School of Law.

ECHO
This online journal is produced by graduate students in musicology, incorporates audio and visual examples with writing about music. Appearing first in Fall 1999, two issues a year have included articles by a range of contributors doing music-related research, including some graduate students. The website has about 200 visitors each week, including scholars in the United States, Europe, Israel, and Australia. It has received favorable notice in the Chronicle of Higher Education, The Lancet, and Notes. The url is www.echo.ucla.edu.

Entertainment Law Review
Has been published twice a year since 1994, presenting a variety of articles and student comments on film, intellectual property, art, music, and sports law.

Graduate Science Journal
Provides a forum where graduate researchers can present their work to mainstream readers. The journal’s goal is to link UCLA’s many student researchers in the sciences by providing information about the work that is being done in other departments. It also offers science students an opportunity to practice writing for the general population, opening career opportunities in science writing.
done it all. I know how to do it. But I don’t make editorial decisions.” Ms. Tan is also available as an informal adviser to the eight or nine other journals published by law students. “I encourage them to come to me,” she says. “I sit down with them for an hour or two and explain how to set up your subscriber database, and so on . . . but I’m not in the business of selecting their articles.”

At the Center for Medieval and Renaissance Studies, Principal Editor Blair Sullivan spends 20 percent of her time in supervision of the Comitas graduate student staff. “The journal has a fairly large circulation, and to have a new student editor come in every year and take over the business of the journal turned out to be a problem,” she says. Ms. Sullivan handles subscriptions and other business, while graduate students make all editorial decisions.

For the editors of journals, the logistics of running a publication pose the biggest problems, says Wendy Belcher. But the journal’s survival often depends on finding a continuous stream of editors to take on the job. “Journals run on pretty relentless schedules,” says Ms. Belcher. Exams and dissertations make incompatible with an editor’s workload.

Sometimes, the right person shows up in the nick of time. For example, as Munir Shaikh was starting his graduate studies, he already had some previous work experience at a nonprofit student-run journal. “I think it is fair to say that, from the beginning. . . . we didn’t see any reason to think of ourselves or the journal as a graduate student journal. Perhaps we were stupid or arrogant enough to think we could do what the best journals in our fields were doing.”

Now, Jack finds himself at the same crossroads the previous editors faced. This fall, he began a one-year research fellowship that will allow him to refine the subject of his dissertation and make “some quick jumps into the field.”

Eventually, they decided to start a journal, with the help of GSA funding. Strategies: A Journal of Theory, Culture, and Politics publishes articles at the crossroads of those three intellectual streams.

As the founding members began to finish their dissertations and leave UCLA, the remaining graduate students kept the journal going for a time. Later, some of the founders pooled funds to publish the journal themselves. Today, Strategies is published by Carfax Press, and one of its editors is Randolph L. Rutsky, one of the journal’s founding graduate students and now a visiting assistant professor of film studies at UC Irvine.

“I think it is fair to say that, from the beginning. . . . we didn’t see any reason to think of ourselves or the journal as a graduate student journal. Perhaps we were stupid or arrogant enough to think we could do what the best journals in our fields were doing.”

Indeed, a number of graduate student journals are doing just that.

**Brief descriptions - Continued**

**Issues in Applied Linguistics (IAL)**

Founded in 1990 when graduate students in Applied Linguistics were looking for a way to provide a venue for original interdisciplinary research and foster the development of graduate students and new researchers. University libraries in North America, Europe, and Asia are among the 200 regular subscribers, single copies of past special issues are often ordered. IAL articles have been used in college course readers and reprinted in textbooks and edited volumes. The journal is widely known for its thematic issues.

**Journal of Folklore and Mythology**

First appeared in Spring 1977 with articles by eight students and one faculty member. Over the years, it published essays on folk and popular music, political humor, legends, storytelling, folk art and aesthetics, festivals, folk medicine, material culture, and applied folklore. It suspended publication in the early 1990s, as students began to publish in mainstream journals of folklore studies.

**Journal of Law and Technology (JOLT)**

An online journal dedicated to publishing timely articles that address the law’s attempts to keep pace with the ever-expanding horizon of technological innovation. Besides traditional scholarly articles, it includes practical advice and “heads up” articles from attorneys describing the cutting edge of this field.

**Jusur**

The first graduate student-produced journal in Islamic Studies, founded in 1990. Most authors are graduate students or new scholars. Of the 400 copies printed, about half go to subscribers in major university libraries and international institutes. An interdisciplinary journal, Jusur also publishes literature and poetry.

**LYNX EYE**

This literary magazine has been published quarterly since November 1994. The goal is to provide new writers with a venue for their work, and many authors are MFA graduates and writing students. About 400 stories and 600 poems are screened each month to find the 10 or 11 stories and 10 or 11 poems published in each issue. The magazine is sold by individual copy and to subscribers, one of which is the UCLA Library.
How has working on student-run journals complemented academic pursuits?

- Explore significant extracurricular resources for your graduate education, including your dissertation research
- Meet scholars in your own and related research areas
- Acquire and polish skills—from writing to time management—that will be useful throughout your career
- Enhance your CV and prepare for possible employment alternatives outside academia

According to the UCLA graduate students who work as editors of scholarly publications, all of the above are benefits of their assignments, and their personal experiences provide plenty of examples. There is a downside as well: The job pays little, if anything, and working on journals takes time that might be devoted to graduate studies, especially, a dissertation. However, most editors who mention difficulties quickly point out the balancing benefits.

For example, Christine Thuau, who organized the Paroles Gelées conference last spring and is editing the journal’s conference issue, acknowledges that she had four incompletes during the conference quarter. And Sheila Espinelli says editing the journal’s nonconference issue “did affect my dissertation research time significantly, and I am in the process of catching up.” However, both believe the sacrifice will be worthwhile in the long term.

Kris Over says the summer deadline for the journal Comitatus came just as she was “frantically trying to finish up my dissertation” on 12th- and 13th-century romances and their historical context. But over time, she says, working as editor helped ensure she stayed on track toward her dissertation: “The more you plug into the schedule, the more effective you are in time management,” she says. “There wasn’t a whole lot of time to be twiddling my thumbs and worrying about what I wasn’t reading or how unprepared I was to be writing a dissertation. . . . the normal anxieties that keep people from actually getting it done.”

A few editors find an overlap between their journal tasks and their dissertation work. Laila Hasan, editor of the Parents and Community page of the online journal Teaching to Change LA is doing her dissertation on how parent/community involvement can help revolutionize schooling. And the online journal’s managing editor, Joanna Goode, is studying the intersection of technology and education. “My professors are very aware of where I am in my studies, and they try to give me support and real experience that blends quite well,” she says.

But many feel that their editing work is an important overall resource in their graduate education. Bruce Jensen, founder of the Public Libraries Using Spanish/Spanish in Our Libraries (PLUS/SOL) websites, says, “I learn a lot from SOL librarians and consider this an essential part of my education. This contact with working public librarians around the United States helped me bring a widened perspective into the classroom.” As he sees it, “we graduate students should work hard to find real applications for the work we do here. . . . If a student sweats over a class project that goes no farther than the teacher’s gradebook, that seems to me to be a waste of intellectual effort.”

For some, the benefits are personal. “I suppose if I had spent every minute I spent on LYNX EYE on my dissertation instead, I might have completed it faster,” says Kathryn Morrison, one of the literary journal’s founding editors. “But I feel the need for some variety in my life, and I get a lot of satisfaction out of my work on LYNX EYE.”

And others look ahead to the rewards. Cecilia Sun thinks editing ECHO “will turn out to be one of the most important experiences of my graduate career. . . . It has made bridging the gap between graduate student and professional academic seem a lot less daunting. We all
Brief descriptions - Continued

Public Libraries Using Spanish/Spanish in Our Libraries (PLUS/SOL)

Companion websites that serve library staffs working with Spanish-speaking clients. More than 150 pages provide a variety of useful materials, including postings submitted by subscribers. Subscribers are as far away as Venezuela and New Zealand. SOL is a newsletter/discussion list, and PLUS is a resource bank.

Suitcase

A transcultural journal that publishes traditional research, journalism, and literary works by a wide range of contributors, both on and off campus. Global in its range and interdisciplinary in its approach, it pays special attention to people who are in flight from homelands. Its visual style as well as its content are unorthodox for academic journals.

Teaching to Change LA (TTCLA)

A web site that seeks to create a community of people engaged in scholarly work about access, equity, and civic life in and around Los Angeles K-12 schools. The community includes educators, K-12 students, and community members. The website is funded by the Institute of Democracy, Education, and Access.

UCLA Journal of Environmental Law and Policy

Publishes articles by practicing attorneys, judges, legal scholars, and students regarding environmental law. Past issues have included discussions of the Federal Clean Air Act, environmental justice, and national forest policy in the Sierra.

UCLA Journal of International Law and Foreign Affairs (JILFA)

An interdisciplinary journal promoting scholarship in international law and international relations. It was the first student journal to bridge the divide between these two previously estranged areas.

UCLA Journal of Islamic and Near Eastern Law

Established in 2001, it is the School of Law’s newest journal, and the first in the United States dedicated to this area of study. The premier issue will be published in winter 2002, and will consist of both scholarly and practical articles dealing with the issues of Islamic and Near Eastern law and its applications and effects both within and outside of the Near East.

now have a better idea of how academic publishing works, and we have all made valuable contacts with future colleagues as the result of our work on ECHO."

Making such contacts is an important aspect of journal work. Leah Wingard and David Olsher, coeditors of Issues in Applied Linguistics, say that working on the journal "provides us with a firsthand opportunity to learn the academic genres of published research in our field, and it has exposed us to a variety of researchers, including grad students, new scholars, and some of the leaders in the field."

Maria Cizmic, assistant editor of ECHO, says "the publishing experience . . . has put us in a position to meet many people in our field and to start shaping the kind of work being published in our field very early in our careers."

Several editors mentioned the contribution that editing other people's writing has made to their own. "Working with the authors on their articles and reading reviewers' comments on the articles has improved my writing and editing skills," says Critical Planning's coeditor, Renia Ehrenfeucht.

"Just by being exposed to all the writing coming across your desk, you learn how to be a better writer," says Jusri's departing editor Munir Shaikh. His editing experience has helped him "become more in tune with that kind of writing. It's not just a matter of knowing the facts and figures but of being able to craft a narrative and an argument in a particular way that's compelling and convincing."

Writing is also important to the webmasters. ECHO's founding editor Jacqueline Warwick says the most obvious benefit of her work was its effect on her writing, "which I think has grown stronger as a result of reading and editing the work of our contributors. Writing about music is always difficult, and I feel that my writing has become more effective, with less use of jargon."

Many of the editors responding to our survey saw no potential connection to their future career, but others had already found career applications for their editing work. For example, LYNX EYE's Kathryn Morrison has used the journal as material to teach writing courses, and ECHO's editors say their editing experience has given them valuable computer-related skills.

Jack Bishop turns over the management of Pacific Review of Ethnomusicology to others this fall, but he sees a big role for editing in his future plans. With UCLA hosting the International Conference of Traditional Music for the next four years, Jack hopes to have an opportunity to work on the associated journals. Having "the ability to oversee or create a journal" may be a decisive factor on his CV when he seeks a position on a university faculty. Still further down the line, Jack sees his work on PRE as a preparation for professional stature. "Most of the people in my field aspire to be the editor in chief of the Society of Ethnomusicology Journal. So basically my experience on PRE has been the first step toward a professional editorship," he says.

Her dissertation nearly complete, Kris Over of Comitatus finds that "nobody's knocking on my door asking me to run their medieval studies program, but I am getting editorial work." This fall, she's copyediting and checking the author's transcripts for a book manuscript, and she has also edited for UCLA's Professor Jean-Claude Carron of French and Francophone Studies. "I've discovered that I love the meticulous attention to detail required by copyediting," Kris says. It may provide only supplementary freelance work, but if she considers a full-time career in academic editing, she has a model in Blair Sullivan.

Blair was editor of Comitatus during her graduate studies in musicology at UCLA. When she got her PhD in 1994, the Center for Medieval and Renaissance Studies, which sponsors Comitatus, offered her a job as editor of its publications, a job that includes managing editor duties at the graduate student journal.

And at the UCLA School of Law, Pei Pei Tan is the staff person assigned to
supervise the UCLA Law Review. While she was a law student here, she edited the student-run Pacific Basin Law Review. After finishing the work for her degree and spending a short time in legal jobs, she returned to UCLA. “I’ve always loved editing and publishing, so when I heard the Law Review job was open, I lob-bied hard to get it,” she says.

Career opportunities are perhaps the most tangible benefits for graduate students who edit scholarly journals. Several of our survey respondents suggested more personal rewards.

Dan Chatman, coeditor of Critical Planning, doesn’t expect to pursue an academic career and doesn’t think his journal tenure will add much to his CV. “However, the experience has been very educational, and I enjoy the creative aspects of putting together a high-quality product,” he says. His colleague, Renia Ehrenfeucht, says, “I am doing it mostly because I’m enjoying it, and I think it is valuable to have more journals in which we can publish our work.”

ECHO editor Cecilia Sun says, “Personally, I have greatly valued the friendships that have come from working so closely together on ECHO... The energy we’ve put into ECHO has, I believe, made a great contribution to departmental culture.”

Founding editor of Strategies and now a visiting assistant professor of film studies at UC Irvine, Randolph L. Rutsky provides a good summary of the pluses and minuses. “It’s really a lot of work, especially when you’re doing everything yourself, including the typesetting,” he says. “One of the good sides was that it got us in touch with lots of different people and certainly kept us up on the most current ideas. But there’s definitely a downside in terms of the time that it takes and the amount of credit that you get for editing a journal. It has to be a labor of love, not based on rewards.”

Brief descriptions - Continued

**UCLA Law Review**

Founded 49 years ago, it is published six times a year with articles of general interest to those who hope to advance their knowledge of the law. Recent articles have discussed racial profiling, the broadband era of the Internet, and labor law in the changing workplace.

**UCLA Pacific Basin Law Journal**

Focuses on international and comparative law issues involving the nations of the Pacific Rim, including Asia, Central and South America, and the islands in between. The breadth, diversity, and quality of the articles it has published over the past 17 years have made it one of the foremost journals internationally in this field.

**UCLA Women’s Law Journal**

Publishes articles by professors, practitioners, and students on issues that include feminism, sexual orientation, and the intersection of race, gender, and class. It has hundreds of subscribers around the world.

**Ufahamu**

The longest-running graduate student journal in African Studies, this journal was founded in 1970 by a student organization, the African Activist Association. Named after the Swahili word for understanding, and published three times a year, it provides graduate students, both in Africa and in the West, with a forum to exchange scholarly ideas on African issues and also publishes literature, poetry and occasionally art work or opinion pieces.

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**The student-run journal is a long-standing tradition in law school**

Since the first law school journals were founded at Columbia University and Harvard University more than 100 years ago, being editor of a law review has become the mark of the best law students.

To get the best judicial clerkships or academic jobs, “you really need to have some journal experience,” says Elizabeth Cheadle, Dean of Students at the UCLA Law School. “It is the culture of law school that the best law students are attracted to doing this work.”

The UCLA Law Review is the most prestigious of the student journals, but incoming students have a range of choices. In alphabetical order these are the Asian Pacific American Law Journal, the Chicano Latino Law Review, The Docket, the Entertainment Law Review, the Journal of Environmental Law and Policy, the Journal of International Law and Foreign Affairs, Journal of Islamic and Near Eastern Law, the Journal of Law and Technology, the Pacific Basin Law Journal, and Women’s Law Journal.

Working on one of the other journals may help students acquire experience that will help at the Law Review, but students have to “write their way” into a Law Review editorship. On the Friday before spring break of their first year in law school, interested students pick up a packet of materials—about three inches thick—which they must turn into a brief by the time classes resume. The quality of their work determines whether they get a position. Each year, the outgoing third-year students select a new editor-in-chief from among those finishing their second year.

Students run Law School journals, although the majority of articles are written by professors and other legal scholars. This gives the students considerable power over scholarship in the field and an opportunity to build relationships with senior faculty. Students who work on the UCLA Law Review are required to submit at least one article for publication, which can be written under faculty supervision in a one-semester course that carries three credits. The student articles are called comments, but they represent original research rather than commentary on faculty articles.

It’s possible to graduate from law school doing only course work. No master’s thesis or dissertation is required. Although courses provide opportunities to write papers, writing is not mandatory for graduation. Many journals require student editors to write for them, and all require student editors to do cite checks, which means they follow the author’s research trail, checking not only the sources but also the analysis. As a result, journal editing provides “a level of discipline and rigor and research” that may not otherwise be part of the law school experience, Dean Cheadle says.

She can provide personal testimony to the usefulness of the experience. Editor-in-Chief of the UCLA Law Review in 1981, Cheadle obtained a two-year clerkship at the U.S. Court of Appeals of the Ninth Circuit upon graduation. “I’m fairly confident I had that opportunity because of my Law Review background,” she says.

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*Feature articles written by Jacqueline Tasch*
Cory Evans
MOLECULAR, CELL AND DEVELOPMENTAL BIOLOGY

Many of the kids in the Southeast Los Angeles inner-city neighborhood where Cory Evans grew up only had rare opportunities to go places like the beach. Thanks to a commercial fisherman who was a family friend, Cory had the chance to go to sea. “When you’re a kid and you get to see sharks and other giant fish, it’s quite fascinating,” he says. “There was always something interesting to see or do. Going down to the harbor and working on the BRIGHT STAR (a commercial fishing boat) was a lot of fun. The ocean’s immense diversity of life and the hands-on work was very satisfying and provided so many unique opportunities.” The ocean fed his growing interest in biology, and the BRIGHT STAR provided a means to explore how things worked.

Science and mathematics quickly became Cory’s main interests, which he pursued while attending South Gate High School. This pursuit wasn’t always easy in the face of limited resources. For example, Cory relates that students “couldn’t take advanced placement physics because the instructor left to teach at a magnet school. There wasn’t anybody else to teach it.” Cory says that education is “a matter of perspective. I did well by South Gate standards, and that helped to provide me with the opportunity to go somewhere else."

With fond memories, Cory also points out that South Gate High had several excellent teachers and a college counselor who worked hard for honors students like Cory, “to push us on that road and give us the exposure we needed.” No less important, he says was “my loving family and great friends who made getting through everyday life there a lot easier.”

With that help, Cory became an undergraduate at UCLA, deciding to explore the field of molecular biology, a program that had become the Department of Molecular, Cell and Developmental Biology by the time he graduated in 1997. The adjustment to college wasn’t exactly smooth sailing. The social and educational environments he encountered at UCLA were completely different from what he was used to.

Cory commuted between South Gate and UCLA for five years, with each day serving as a window into two different worlds. According to Cory “South Gate has sort of a small-town mentality, and it’s easy to get caught up in it without realizing that there’s a world of experiences outside of South Gate.”

As a graduate student at UCLA, Cory was finally able to live on his own, using income he earned as a research or teaching assistant to pay his way. He joined the molecular immunology lab run by Associate Professor Renato J. Aguilera. “I liked the environment, I liked the people who worked there,” he says, and the subject was intriguing. “I wanted to know how life works on a miniature scale. You have all of these cartoons in your head about how things interact. This work makes it possible to understand what’s going on even when you can’t actually see it.”

Cory’s first project was to examine the relationship between DNase II, an enzyme produced by mammals, including humans, and NUC-1, an enzyme found in the simple roundworm C. elegans. He has found that these enzymes are highly related and appear to function in much the same way. Specifically, all cells have “compartments that are used to degrade or remove waste materials,” Cory says. DNase II is found in these compartments where it works to degrade DNA, a job that seems to be particularly important when cells die. According to Cory, “When a cell dies, it usually gets engulfed by another cell, at which time enzymes, including DNase II, work to remove the dead cell, a large fraction of which is DNA.” In C. elegans, the loss of this enzymatic activity causes the DNA of the dead cells to accumulate within the engulfing cells. This extra DNA doesn’t appear to be detrimental to the overall health of C. elegans, which may be due to the fact that it is a relatively simple creature of only 959 cells. However, in more complex organisms—such as mice and humans—Professor Aguilera’s lab team suspects that, among other things, the accumulation of waste DNA may be a contributing factor to autoimmune disorders like Systemic Lupus Erythematoses (SLE or Lupus), where DNA is a target of improper immune responses.

Cory’s current project is to see what happens in Drosophila (fruit flies) when the same enzyme is defective. The results of his C. elegans and fruit fly research will comprise his dissertation, and he has been awarded a Dissertation Year Fellowship allowing him to devote full time to research and writing. Whether or not such research will lead to a cure for diseases is a question Cory can’t answer. He points out that “Disease genes have normal cellular functions, and so many times it’s not possible to devise effective therapeutics until we have a good understanding about how these genes work.”

Cory “is very good at determining what experiments are worth doing and which ones are not,” says his adviser, Renato Aguilera. “He thinks long and hard about the correct approach to a problem and is not shy about asking experts their opinions. This ability is one of the most important tools that PhD students must master before graduation.”

Looking ahead, Cory plans to do postdoctoral study. “It is important to decide what you want to do and who you would like to work with, and then you try to go wherever that person is,” Cory says.

As for his “global goal,” he says, “I think it would be nice to have my own lab, and I love teaching molecular biology.”

His department requires all graduate students to spend two quarters as teaching assistants (TAs). Cory has taught for five quarters and spent two more as the TA consultant for his department, organizing a course for new graduate student TAs. He has also mentored undergraduates as part of the University’s Student Research Program as well as the Minority Access Research Center, which Professor Aguilera directs.

Although Cory took the extra TA work because he needed the financial support, he’s also found the job rewarding. Teaching “reinforces what you learned earlier,” he says. “Having more education about a topic gives you a new perspective when you revisit the basics again. By choosing to teach a different course each time, he says, “I always learn at the same time I’m teaching.”*
Michelle Wehling-Hendricks
MOLECULAR, CELLULAR, AND INTEGRATIVE PHYSIOLOGY

When she started college, Michelle Wehling-Hendricks says she “didn’t have a whole lot of interest in science. I didn’t think I’d be very good at it.” She was wrong. Now a graduate student in the interdepartmental program in Molecular, Cellular, and Integrative Physiology at UCLA, she’s finishing work on a dissertation showing that nitric oxide creates significant improvements in the well-being of mice who have a fatal form of muscular dystrophy.

Nobel prize-winning research by UCLA’s Lou Ignarro showed that nitric oxide is widely present in human bodies. While “no one really knows why it’s in muscles or what it does there,” Michelle says, scientists do know that the enzyme that produces nitric oxide is missing in people who have muscular dystrophy. Reasoning that the enzyme might be related to the disease in some way, Michelle bred a mouse that has the same genetic defect as human Duchenne muscular dystrophy patients with a mouse that has an implanted gene that helps produce nitric oxide. Their offspring have both the disease and the transgenic-nitric oxide producing gene.

“The mice produce normal amounts of nitric oxide, and we see huge improvements in their pathology,” Michelle says. Her discovery “is not a cure for the disease, but it might be a clue to what’s going on.”

Her adviser, James G. Tidball, says the findings “might be important in developing treatments for muscular dystrophy” in people, not just mice, “because it may show that nitric oxide-based therapies may be useful.” Such a development would offer hope to the boys who are afflicted with Duchenne muscular dystrophy and their families. A genetic disease, Duchenne muscular dystrophy begins to display symptoms when boys start missing normal motor milestones at two or three years of age. By twelve or fourteen, patients are often confined to wheelchairs, and few live past twenty.

Her dissertation research is the culmination of Michelle’s laboratory experience at UCLA. Over the years that she’s worked with him, Professor Tidball says he’s found her to be “a highly talented and effective young researcher.” And, he points out, “Michelle has also shown that she has great promise to become a superb teacher. While she was enrolled in the master’s program in Psychological Science, she was highly sought as a teaching assistant because faculty knew she would do an excellent job. She also gave several guest lectures in courses I’ve taught, which were always well received by the students.”

Professor Tidball has reason to be proud of Michelle’s accomplishments, because it was his invitation that brought her to his lab from Pepperdine University, where she won an award as an outstanding graduate in the sports medicine program. At UCLA, she won fellowships supporting her work in 1998, 1999, and 2001.

But it was an earlier mentor who made the most dramatic change in Michelle’s career. As an incoming freshman, Michelle was registered as a business major. Then, in her second semester, she was required to take a basic science course, and she ended up in Professor Laurie Nelson’s physiology class. Professor Nelson wondered aloud whether Michelle might be interested in pursuing a science major and asked why not. At a time when Michelle was questioning her choice of business studies, she found that science “was something that I really enjoyed learning.”

“Michelle has also shown that she has great promise to become a superb teacher.”

Michelle has also shown that she has great promise to become a superb teacher.

Professor Nelson “convinced me it was something I could do,” Michelle says, “and I made the switch.”

Having changed her mind about science, Michelle was primed for conversion on another issue. At UCLA, Michelle was told that some teaching was a degree requirement. “I didn’t want to do it at first,” she says. “Why would I want to be a teacher?” she asked herself. “I just barely figured out I could do science.”

But it was love at first class. Michelle particularly enjoys teaching introductory courses in science. “Students are hearing things for the first time, and they get really excited,” she says. “It’s just a total charge for me.”

And the conversion was permanent. When she completes her dissertation, Michelle will stay on at UCLA to do some research and teach part-time. But her long-term goal is clear: “I enjoy the research, but I think I’d like to focus on teaching,” she says. A place like Pepperdine would be ideal.

She’d have a mentor waiting for her there. Michelle has never lost touch with Professor Nelson, and she appreciates the gift she received from her college mentor: “Professor Nelson had such a positive effect on me,” she says. “I’m hoping that I can turn that light on for someone else.”

“...she’s finishing work on a dissertation showing that nitric oxide creates significant improvements in the well-being of mice who have a fatal form of muscular dystrophy.”
Rob King

FILM, TELEVISION AND DIGITAL MEDIA

huge scrapbooks of news clippings recording the early success of child star Jackie Coogan. A letter from silent star and film producer Mack Sennett politely asking card-playing chums to pay up their gambling debts. And a grocery list Sennett’s mother sent her famous son. These are among the treasures that Rob King, graduate student in film and television critical studies, discovered in the archives of the Academy of Motion Picture Arts and Sciences.

Perhaps because of his field, it’s tempting to see King as a film noir detective, seeking clues to Hollywood’s past in dim and dust-filled rooms. “He’s so good at following through on tips and leads,” says his adviser, Associate Professor Janet Bergstrom, who hired King as a research assistant on a silent film project “because he knows the library so well and is such a good detective.”

But what he does “feels less like an investigation work than exploratory work or discovery,” King says. “The pleasure of having these things in my hands is what keeps me going.” Like an explorer, King is careful to record the historical and social environment in which he finds his treasures buried. For example, his perusal of Coogan’s scrapbooks inspired a paper on the commercial exploitation of the boy who was the kid in Charlie Chaplin’s The Kid. Using Coogan’s image to sell dolls, children’s clothes, and school accessories might be expected, but the child is also seen promoting cigarettes and auto tires, Rob says.

“Jackie Coogan promoted new patterns of child spending,” Rob says, although ironically, he usually played a penniless orphan in films. Coogan’s association with a Victorian social concern for helping the urban poor made him an acceptable icon to bridge the gap between a vision of childhood as a time for discipline and restraint and new images “based on spending, spontaneity, playfulness, and cheekiness.”

Rob’s delight in his archival discoveries “makes you want to show everyone what you’ve found,” he says. A paper about Coogan and child consumerism is the cover story in this fall’s issue of Velvet Light Trap, a journal published by University of Texas Press. He also submitted the paper in application for the Georgia Frontiere Scholarship and the Plitt Southern Theater Employees Trust Fellowship— and won both. Rob will use the second award to write about Mack Sennett’s bathing beauties and early models of femininity and seaside resorts.

Sennett is a key figure in Rob’s dissertation examining the Keystone Film Company, which Sennett headed, “in the context of early 20th-century American and urban working class culture.” Keystone produced Charlie Chaplin’s films in the mid-1910s, as well as a host of slapstick comedies, including those featuring the Keystone Cops. Rob acknowledges that these comedies may not be funny to 21st-century sensibilities: “You can only take so much kicking people up the backside and hitting people with bricks before it starts to wear thin.” Instead of expecting to be entertained, Rob looks at the way the films and society relate to one another, making “the fact that they’re not always so amusing into a cornerstone of curiosity.”

The first silent films were often slapstick comedies, according to Rob, but about 1907 middle-class values took hold in Hollywood. Adaptations of literary and stage classics and biopics about famous figures became prime material for feature films. By 1912, when Sennett founded Keystone, his style of film was at odds with the Hollywood mainstream.

“The enormous popularity of Keystone suggests that film wasn’t all about genteel entertainment or exploring the ways that film could be art,” Rob explains.

Although Rob is just beginning his dissertation work this fall, he’s already reviewed the entire Mack Sennett collection at the Academy library. He hopes to finish his dissertation in two years, and unlike many graduate students, he faces a deadline of three years imposed by his visa.

Born and raised in England, Rob was an early fan of Hollywood movies. While studying Greek and Latin on scholarship at Oxford University’s Balliol College, he wrote film reviews for campus publications. As a summer intern, Rob wrote brief film reviews for Time Out, London’s version of LA Weekly. Finding reviewing unsatisfying, he took a master’s degree in film and television studies at the University of Warwick, then headed for Japan to teach English at Nova English Language Schools in Nagoya and Osaka.

While he was in Japan, Rob submitted applications for doctoral studies in film to several British programs and one American school: UCLA. UCLA offered more than an attractive package of financial support. “At UCLA I’ve received the most positive support and encouragement I’ve ever had.”

Much of that support has come from Professor Bergstrom, who says Rob combines a mastery of the literature with excellent writing skills: “It’s rare to find someone who has the archival detective skills along with the ability to do advanced historiographic work.” In turn, Rob says Bergstrom “has given me the encouragement to become the kind of film scholar I want to be.” For Rob, that’s equal parts historian and film critic, with employment in university teaching. Having discovered the wonders of Hollywood’s film archives, Rob wouldn’t mind if that university was in Southern California. Although Los Angeles is unlike any other city he’s seen, he quickly felt at home here. “Once I get a car, I’ll be fully adjusted.”
John Roskovensky
ATMOSPHERIC SCIENCES

Singer Joni Mitchell may have been the first to claim she “looked at clouds from both sides now,” but her “up and down” views were metaphorical, dealing with emotions. John Roskovensky has done the real thing. Like most of us, he’s always looked up at clouds in all their variety, but along with relatively few others, he’s also looked down at them through the eyes of orbiting satellites. Or at least through the lens of computer images those satellites take.

A graduate student in atmospheric sciences, John is part of Professor K. N. Liou’s Radiation and Remote Sensing Group, a world-renowned team of cloud researchers. Of particular interest to John are cirrus clouds, thin accumulations of ice crystals five to six miles over the earth, which we usually see as wispy or feathery streaks on a clear day—if we see them at all. The best way to study the crystals that compose cirrus clouds is “to go up there with an airplane and stick an oil canvas outside the window and have these things stick to it and then look at it through microscope,” John says. Satellites are “the only way to look at the entire atmosphere in an efficient way.”

Because they are relatively inaccessible, cirrus clouds haven’t been studied nearly as much as the lower-flying, water-bearing clouds that bring us rain showers and the marine layer. But it is possible that cirrus clouds enhance the notorious greenhouse effect. That’s because cirrus clouds let in “a lot of visible light, which heats up the earth, and they absorb a great deal of the infrared radiation the earth emits, so they have a warming effect,” John explains. Perhaps ominously, cirrus clouds seem to be “increasing, due to air travel and jet fuel and contrails, especially around big cities with busy airports.”

John has been interested in clouds and weather since he was a boy growing up in Chicago, a prime venue for weather watchers since it offers so many varieties of weather. John was particularly taken with the powerful thunder and lightning storms that “would spring up from nothing” on a summer evening.

But when he headed to college at the University of Illinois at Urbana, he studied mathematics and computer science—“computers were the thing to do back in the early 1980s,” John says. Not wanting to go directly into the corporate job he’d been groomed for, John joined the Peace Corps after graduation. “It seemed like a good opportunity to do something else, and learn something else, and be productive and help others.”

John was sent as a high school teacher to Lobamba National High School in rural Swaziland, where he learned that “I enjoyed relaying information to other people,” he says. “It was so different from working with a computer. I think I need to work face to face with human beings.”

Returning to the United States with a passion for teaching as his lasting souvenir, John took advantage of a program for former Peace Corps volunteers at Columbia University’s Teachers College in New York. In two years, he had a master’s degree and more teaching experience, at Boys and Girls High in Brooklyn. To celebrate, John decided to visit some Belgian friends he’d met in Swaziland, keeping an eye open for a teaching position that would let him extend his stay a few months.

The position turned up serendipitously at the International School in Brussels, and a few years went by before John realized that “this isn’t going to be my home, so I better start making plans to do something else.” The nature of that something else became clear one wintry day as John looked out over a snowy Belgian landscape. “I realized I had always liked this, but I hadn’t considered that you could study the weather,” he says. Some quick research provided you could, and “then I was adamant that I knew what I wanted to do.”

Where to go was easily resolved as well. UCLA is among the top schools for atmospheric sciences, offering a full range of concentrations “that gave me an opportunity to see everything, because I hadn’t narrowed down an exact field.”

Being in Southern California also promised relief from the dismal, dreary, rainy weather typical of Brussels. “I know it sounds shallow,” John says, “but I wanted to be in a place with good weather.”

John received the Neiburger Award as Teaching Assistant of the Year in 1998-1999 and his master’s degree in 1999. His research hasn’t replaced his love of teaching, just kicked it up a notch to the university level. “I don’t like a quiet classroom,” John says. Rather, he tries to create a place “where people can ask questions and they feel free to raise their hand at any time.” John doesn’t mind going off on tangents: “If you excite students about the subject and they’re interested, then it’s worthwhile.”

Now beginning his second year on Dr. Liou’s team, John is trying to narrow down a dissertation focus. His first step is looking for ways to sort the data that the satellites deliver to UCLA’s computers. Because the satellites look straight down through many layers, it can be difficult to assess exactly what you’re seeing, John says. Joni Mitchell knows the problem: “It’s clouds’ illusions I recall. I really don’t know clouds at all.”

John is determined to have a better outcome.

—Profiles written by Jacqueline Tasch
Career Pathways 2001: An empowering event
by Jo Anne Beazley, PhD

The rain from the previous night had cleared, as if in anticipation of the Career Pathways Conference to be held in Covel Commons that day—Saturday, April 21, 2001. The event was hosted by the UCLA Career Center and co-sponsored by the Graduate Division and the Alumni Association. UCLA doctoral students and postdoctoral fellows were invited to learn more about doctoral career planning and options. It was obvious, with more than 400 registrations, that students were eager to discover their many career possibilities and network with both alumni and industry professionals.

The Career Pathways Conference was jam-packed with informational sessions. The day began with remarks from Shirley Hune, an Associate Dean in the Graduate Division, and Martin Tanner, a PhD recipient from UCLA who now works for the international consulting firm McKinsey & Co. Dean Hune shared data from the Graduate Division’s institutional databases showing that UCLA doctoral recipients are very successful in securing both academic and professional positions across the nation. She also noted that upon earning their doctoral degrees, UCLA students seek employment in a variety of areas including postdoctoral appointments, roles in private and public industries, and administrative, research and, teaching positions in a range of educational institutions.

In his remarks, Dr. Tanner gave the following advice to students considering their career options: “Find your passion.” This simple yet insightful statement was also accompanied by a list of tips for students who might be considering careers outside of academia. He assured students that in addition to traditional academic outlets, there are many private and public companies out there that value and are looking for the skill sets that a doctoral education provides.

“Find your passion.”
Martin Tanner, PhD
McKinsey & Co.

After the kick-off session, attendees had some difficult choices to make in selecting from 11 panels with more than 35 guest speakers offered throughout the day. Dana Landis, a graduate career counselor and a conference organizer, discussed the careful planning that had gone into designing topics and recruiting panelists. “Rather than focusing on specific career paths for students from particular departments, we built the panels to reflect a wide variety of career destinations. By doing this, we hoped to illustrate that UCLA PhDs from all areas of study have found their way into an incredible array of different fields. The inventiveness and resourcefulness our alums have shown in defining and following their own paths can be very uplifting, particularly for students who feel wary of the opportunities out there.”

One panel session specifically dealt with strategies to find encouragement when looking for jobs outside the academy. Identifying faculty who are supportive of alternative career tracks and utilizing campus-based support systems such as the Career Center and Alumni Career Network can be especially valuable to those who do not desire a tenure-track position. Another panel focused on postdoctoral issues, such as how to select an appropriate postdoctoral appointment and how to integrate postdoctoral training into future career planning.

Between panel sessions, students could take some time for lunch or to visit a poster series depicting the rich variety of positions recent UCLA doctoral recipients have secured. Students also had the opportunity to visit company recruitment booths to network with prospective employers eager to talk with doctoral students.

The afternoon closed with a networking opportunity for all participants to mingle with each other, the panelists, and company recruiters. One of the main points echoed throughout the day was the great number of choices available to those with the unique skills and experiences that come with a doctoral education. Dean Hune summed up best the theme of the conference when she said, “The world is your oyster.”

Pictured during the session titled Seeking Support in Your Search for Employment Outside the Academy are (from left) Martin Tanner, McKinsey & Co.; Norm Stahl, Counselor Supervisor, UCLA Career Center; and Dana Landis, Counselor, UCLA Career Center.

Jo Anne Beazley earned a doctoral degree in 2000 from UCLA's Department of Education and launched her career at the Graduate Division as Research and Systems Analyst.
Congratulations to 2001-2002 graduate fellowship recipients

**EXTRAMURAL FELLOWSHIPS**

- **Charlotte W. Newcombe Doctoral Dissertation**
  - Banchich, Claire Emily, English
  - Baluyut, Pearlie Rose S, Art History
  - Garcia, Anna Denise R, Neurobiology
  - Revilla, Anita Tijerina, Education

- **Ford Foundation Dissertation Fellowship for Minorties**
  - Callen, Jeffrey, Ethnomusicology
  - Dixon, Karen, Education, Sweden
  - Faumina, Nicole, Anthropology, Kenya
  - Brown, Roxanna, Art History, Thailand

- **German Academic Exchange Service (DAAD) for research in Germany**
  - Francis, Edgar, IV, Islamic Studies, Tunisia
  - Flook, Lisa June, On Psychology
  - Dudukovic, Nicole M, Psychology
  - Rozga, Agatha, Psychology
  - McVerty, Amanda, History
  - Lin, Chishan, Film, Television
  - Hayes, Sharon, Art

- **Fulbright Grant-Institute of International Education (IIE)**
  - Boggs, Jeffrey S, Geography
  - Ware, Christina N, MCDB
  - Arguelles, Randolf, History, Philippines
  - Katzen, Carol Ann, Classics

- **Fulbright-Hays Dissertation Research Abroad Fellowship**
  - Arguelles, Pilar, Education, Thailand
  - Seefeldt, Monica, History, China
  - Tran, Lisa, Urban Planning, Eritrea
  - Lantz, Lori, Comp Lit, Germany
  - Long, LaShonda, Latin Am Stu, Columbia
  - Prichard, Robin, Dance, Australia
  - Seeffeldt, Monica, Rom Ling & Lit, Italy
  - Yonemura, Ayanna, Urban Planning, Eritrea

- **Jacob J. Avits Fellowship**
  - Hayes, Sharon, Art
  - Lin, Chishan, History
  - Musca, Lisa, Musicology
  - Rozga, Agatha, Psychology
  - Burch, Damian N, Mathematics
  - Dudukovic, Nicole M, Psychology
  - Falgoust, Nicole A, Anthropology
  - Flook, Lisa June On, Psychology
  - Garrigan, Patrick B, Psychology

- **The Spencer Foundation**
  - Andreas, Joel, Sociology
  - Howard, Kathryn, Linguistics
  - Moore, Leslie, Linguistics

- **UCLA FELLOWSHIPS**
  - McCormack, John E, OBEE
  - Panchanathan, Karthik, Anthropology
  - Schofield, Elizabeth C, Psychology
  - Williams, Terrance J, Psychology
  - Costola, Sergio, Molecular & Med
  - El Farra, Nael H, Pharmacology
  - Gutman, Sharon E, Psychology
  - Kramer, Nathanial T, Germanic Lang
  - La Roche, Pablo M, Architecture & Urban Design
  - Sun, Cecilia J, Film, Television & Digital Media
  - Wald, Carol Ann, English

- **Chancellor’s Fellowships**
  - Beck, Brian L, Classics
  - Bordoni, Simona, Atmospheric Sci
  - Bray, Benjamin S, Civil Eng
  - Buzale, Claudia, World Arts & Cultures
  - Cavoto, Ebrarizio, Indo-European Stu
  - Chao, Noelle L, English
  - Cho, Yun Jung, Environmental Health
  - Chuy, Laura Wei JY, Public Health
  - Deese, Teut A, Germanic Lang
  - Favareau, Donald F, Applied Linguistics
  - Fliegelman, Debora C, Women’s Stu
  - Geren, Mikhail, Anthropology
  - Haley, Kevin J, Anthropology
  - Hoggatt, Katherine J, Epistemology
  - Howard, Phillip, Toxicology
  - Kasten, Erin L, Public Health
  - Lapan, Amy C, Social Welfare
  - Ma, Honghyan, Information Stu
  - Macciuc, Romeo D, Statistics
  - Marczewski, Amy S, French & Francophone Stu
  - Marish,1, Environmental Science
  - Ming, Tao, East Asian Lang & Cultures
  - Mori, Makiko, Rom Ling & Lit
  - Pedrini, Michele M, Musicology
  - Scheiring, Erica J, Geography
  - Sivak, Henry, Archaeology
  - Smith, Adam D, Sociology
  - Surak, Kristin M, Comp Lit
  - Tower, Charles S, IV, Urban Planning
  - Yeh, Allison C, Spanish & Portuguese

- **Dissertation Year Fellowship**
  - Albright, Adam C, Linguistics
  - An, Jinsoo, Film, Television & Digital Media
  - Anderson, Tonya R, Anthropology
  - Anghera, Michelle L, Economics
  - Attarian, Christopher J, Anthropology
  - Babcock, Marilee P, Musicology
  - Bhaskar, Vinay, Chemistry & Biochemistry
  - Blanton, Rebecca E, Neuroscience
  - Blum, Bernardo S, Neuroscience
  - Boudreau, Julie-Anne, Political Sci
  - Boyer, Katharyn E, OBEE
  - Cadigan, Rosemary, Anthropology
  - Cannizzaro, Carina E, Biochemistry
  - Caplan, Benjamin D, Linguistics
  - Caponigro, Ivano, Musicology
  - Chapman, Dale E, East Asian Lang & Cultures
  - Cheng, Eileen J, Anthropology
  - Chung, Haeng Ja, Italian
  - Cooper, Allison Ann, Folklore & Mythology
  - Correll, Timothy C, Art History
  - Cosentino, Delia A, Neurobiology
  - Cueva, Juan G, Jr, Computer Sci
  - Dal Bo, Pedro, Economics
  - D’Angelo, Iona, Pathology & Laboratory Med
  - Day, Steven Paul, East Asian Lang & Cultures

- **Eugene Cota Robles Award**
  - Alborda, Erin A, Biomedical Physics
  - Bingham, Mira C, Social Welfare
  - Chan, Benjamin MH, Philosophy
  - Chavira, Marcos D, Computer Sci
  - Chon, Doris H, Art History
  - Coffey-Love, Melody G, Nursing
  - Cole, Ambimola N, Ethnomusicology
  - Cueva, Bert M, Women’s Stu
  - Ducros Rodriguez, F, Sociology
  - Estrada, Vanessa, Sociology
  - Fusiliero, Victorino M, II, Germanic Lang
  - Gonzalez, Johan E, Physics & Astronomy
  - Green, Yolanda R, Sociology
  - Hernandez, Carlos J, Chemistry & Biochemistry
  - Hiltn, Mist D, Atmospheric Sci
  - Howard, Tamura D, Political Sci
  - Kerman, Ryan J, Comp Lit
  - Lin, Chih K, Biomedical Eng
  - Lopez, James E, History
  - Lovenduski, Jose S, Neurobiology
  - Maldonado, Jose M, World Arts & Cultures
  - Marasigan, Christine R, Anthropology
  - Molina, Ludwin E, Musicology
  - Monroe, Raquel L, English
  - Morgan, Anya C, Theater
  - Pennington, Stephanie M, World Arts & Cultures
  - Petete, Timothy, Anthropology
  - Sam, Christian, Civil Eng
  - Sera, Kimiko M, Comp Lit
  - Spencer, Jo A, Education
  - Tibbs, Jameson E, Neuroscience

- **Dean’s Fellowships**
  - Vasquez, Daniel J, Electrical Eng

- **Ford Foundation Dissertation Fellowship**
  - Albright, Adam C, Linguistics
  - An, Jinsoo, Film, Television & Digital Media
  - Anderson, Tonya R, Anthropology
  - Anghera, Michelle L, Economics
  - Attarian, Christopher J, Anthropology
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  - Cooper, Allison Ann, Folklore & Mythology
  - Correll, Timothy C, Art History
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Donald, John T
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Dreyer, Anita L
Eaker, Erin Loenvia
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Webb, Gregory G
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Yaghoubi, Shahriar
Yamashitani, David S

Distinguished TA Dissertation Fellowships

Benner, Caryl Lee
Den Otter, Ronald C
Llewellyn, Nancy E
Sargent, Andrew F

Fishbaugh/Pollak/Affiliates

Bandol, Justina C
Bearzi, Maddalena
Digby, Susan Ann
Farmer, Shu
Huynh-Hohnbaum, Anh-Luu Thi
Janecek, P Martin
Jung-Kim, Jennifer J
Leung, Loh-Sze Y
Maralani, Vida J
Sheth, Sameer Anil
Trevino, Olivia

Neuroscience
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Applied Ling & TESL
Applied Ling & TESL
Art History
Architecture & Urban Design
English
Information Stu
Germanic Lang
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Geography
Physics & Astronomy
Comp Lit
Sociology
Ethnomusicology
Germanic Lang
Microbiology & Immunology
Islamic Stu

Rose and Sam Gilbert

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Gordon Hein Memorial

Ari, Suleyman
Shinabarger, Christian S

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Atukpawu, Grace C
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Boes, Bobbi-Barbara
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De La Cruz, Blanca E
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Graduate Opportunity Fellowship Program

Latin Am Stu
Education
Education
Social Welfare
Law
Film, Television & Digital Media
Asian Am Stu
Health Services
Information Stu
Management
Am Indian Stu
Health Services
Urban Planning
Latin Am Stu
Public Policy
Urban Planning
Education
Nursing
Community
Health Sci
Latin Am Stu
Information Stu
Asian Am Stu
Information Stu
Nursing
Electrical Eng
World Arts
& Cultures
African-Am Stu
Health Services
Community Health Sci
Theater
Social Welfare
Asian Am Stu
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Community Health Sci
Latin Am Stu
Nursing
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Attention graduate students: Call for survey participants

The Graduate Division is asking for your assistance in a national survey project, which will be administered by the Higher Education Data Sharing consortium to collect information on graduate student experiences. The same survey will be offered at a number of graduate schools across the United States, allowing us to compare your responses with those from students at similar institutions. We will use the survey data to improve graduate student life at UCLA.

This survey asks for evaluations of graduate school experiences and is particularly concerned with feedback on student welfare issues.

In order to encourage your participation, we will award 15 prizes of $100 each randomly selected from those who have completed the survey. We will select the winners and award the prizes shortly after the posted closing date for participation. The survey will be available online is scheduled to be administered during the Winter quarter with a specific date to be announced in the near future.

It is hoped that a preliminary analysis of the data will be available by the end of Spring quarter. We will publish the results as soon as they are available.

It should take less than 20 minutes to complete the survey. You will be asked for your UID to enter the survey, but we want to assure you that all responses will be completely anonymous. Your UID will be used only to verify that you are eligible to complete the survey and to enter you into the drawing for the 15 prizes of $100 each.

Graduate Student Support booklet now available online only

This year's booklet titled Graduate Student Support for Continuing Students 2002-2003 is now available only on the Graduate Division web site at www.gdnet.ucla.edu/asis/stusup/stusup.htm. The booklet, along with the fellowship application forms, can be viewed and printed as Acrobat PDF documents.

The 2002-2003 campus deadlines are:

- Graduate Fellowships: January 9, 2002
- Research Mentorship Program: March 1, 2002
- Summer Research Mentorship: March 25, 2002
- Dissertation Year Program: March 29, 2002

Eligible students may apply online for the Summer Research Mentorship Program. All other fellowship programs require applicants to be nominated by their department to the Graduate Division to be eligible for consideration. Please consult with your department graduate advisor for exceptions to the campus deadlines.

Please print the Acrobat PDF applications and return completed copies to your department. If you have difficulty printing the application forms, paper copies are available in the Graduate Division Special Fellowships Office, 1252 Murphy Hall. The office is open Monday through Friday from 9:00 am to 5:00 pm.
### Admit Classifications

#### Graduate Division

#### Master's
- Academic Master's: 274 (7.8%)
- Professional Master's: 1,532 (43.4%)

#### Doctoral
- Doctoral: 769 (21.8%)
- MA/MS Leading to Doctorate: 343 (9.7%)
- No Degree Objective: 70 (2.0%)

#### Professional Schools
- Law: 302 (8.6%)
- Medicine: 143 (4.1%)
- Dentistry: 97 (2.7%)

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### Disciplinary Field

<table>
<thead>
<tr>
<th>Disciplinary Field</th>
<th>Number of New Students</th>
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<tr>
<td>Access Program</td>
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<td>Aerospace Engineering</td>
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\[\text{Disciplinary Field} \quad \text{Number of New Students}\]

### 3,530 New Graduate Students

#### Gender
- Women: 49.8% (50.2%)

#### Age Range
- From 16 years to 60 years

#### Permanent Addresses
- 84.7% from the United States; 46 states represented
- 15.3% from other countries; 68 countries represented
Distinguished teaching assistants for 2001 honored

“It is said that the very best teachers seek less to fill students’ minds than to open them, and less to inform than to inspire.”

Albert Carnesale
UCLA Chancellor

Five graduate students received the Distinguished Teaching Assistant Award for 2001 at the “Andrea L. Rich Night to Honor Teaching” on May 22, 2001. Five UCLA professors and three lecturers were also honored with teaching awards.

At the ceremony, which was held in West Royce Hall following cocktails and dinner, Kathleen Komar, Associate Dean, Graduate Division, presented each graduate student with a $2,500 prize. In addition, award recipients who have advanced to candidacy received a Dissertation Year Fellowship from the Graduate Division for the 2001-2002 academic year. The fellowship provides full fees, a $15,000 stipend, and $500 in research support.

The Distinguished Teaching Assistant Awards were established to recognize the important role of apprentice teachers at UCLA and to honor individual graduate students for their excellence and achievements in teaching.

This year’s TA awardees are Caryl Lee Benner, Ronald Den Otter, Thomas Dubois, Nancy E. Llewellyn, and Andrew Sargent. Winners were nominated by their departments and selected by the Academic Senate Committee on Teaching, which is composed of former distinguished teaching award recipients, current students, and alumni. Award recipients are selected on the basis of diversity of classes taught, impact on students, impact on undergraduate and graduate education, and involvement in community-linked projects.

The annual event is co-sponsored by the Academic Senate Committee on Teaching and the Office of Instructional Development.

Caryl Lee Benner, Spanish and Portuguese

Caryl Lee Benner joined the Department of Spanish and Portuguese in 1996 with a special interest in Second Language Acquisition. Since then, she has distinguished herself as a teacher and leader in the program. Moreover, she has made impressive contributions to language instruction at the School of Medicine, where she teaches the elective course Introduction to Medical Spanish for third year medical students.

As stated in her nomination letter, her students provide dramatic evidence of the long-lasting impact she has had. One writes, “Her teaching approach, along with her encouragement, gave me the confidence I needed to know that I was a good enough student to pursue my dreams.” Others cite her language-learning strategies: “She is the reason for my success and I still use the techniques that she taught me for understanding languages, whether speaking English or Spanish.”

Ms. Benner has contributed to her department in many pivotal ways. In her capacity as TA Consultant, she has assisted with the training and orientation of new TAs. This includes giving workshops on methodology and evaluation, observing TA classes, and offering advice about lessons and classroom activities.

Her devotion to her profession, generosity, development of instructional materials, enthusiastic and dedicated participation in the department’s programs, contributions to the Medical School, and outstanding performance in the classroom, all combine to make her an exemplary teaching assistant.

Ronald Den Otter, Political Science

A notable feature of Mr. Den Otter’s teaching is his sensitivity to students. He describes himself as a teacher who is always aware of the person behind the comment, paper, or exam. In part, this reflects a general interest in people and their experience. It also derives from an ethical commitment, a deeply principled regard for the personal and moral autonomy of individuals. It underestates the case to say that he respects the students with whom he works.

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ratings and letters communicate enthusiasm and an appreciative tone. One evaluation commented on his ability to mediate between lecturer and student: “His grasp and insight of Plato, Marx, Locke, and Nietzsche rivaled that of the professor. Where the professor gave broad interpretations, it was the specifics that were explained by Mr. Den Otter that helped me understand these theories and texts.” Another student has said, “He reminded me that the people who take the most from college are those who learn for the sake of learning. It is not the letter grade you receive in a class, but the lesson in life and human history that is important.”

**Thomas Dubois, History**

About 250 graduate students serve as TAs for the Department of History’s 22,000 undergraduates who enroll each year in history courses. From this large number of TAs, who represent the best of more than 250 graduate students in History, one was nominated with unanimous enthusiasm: Mr. Thomas Dubois. He has been noticed and praised by both professors and students. Professor Kathryn Bernhardt has said of him, “In my visits to his discussion sections, I found him to be a first-rate teacher who is dynamic, articulate, and passionate about his subject.” This judgment is echoed by Professor Huang, who is impressed by Mr. Dubois’ competence in both Japanese and Chinese History, based on his extraordinary facility in Japanese and Chinese dialects: This first-hand knowledge of the primary sources has added a special authoritative “edge” to Mr. Dubois’ work. When he developed his own course in the religions of China, he drew on his personal experiences of life in a variety of Chinese villages, complete with photographs and other materials that he had collected.

Students amplify these observations. As one has said, “Mr. Dubois pulls one into the subject at first by being funny and entertaining, but then one begins to observe that the discussion has taken a very serious turn and that substantive issues are being discussed.” Mr. Dubois is truly a remarkable and gifted teaching assistant.

**Nancy E. Llewellyn, Classics**

Affectionately known to her students, colleagues, and friends by her Latin name, Annula (pronounced Ann-oo-lah), Ms. Llewellyn is said to be the most outstanding TA in her department and a dedicated, impassioned, and inspirational teacher. Professor Carole Newlands, the Classics faculty member who has supervised graduate student instructors for most her 12 years at UCLA, describes her as “the most dynamic, exciting teacher of Latin I have ever encountered.” Nancy is truly unique among her peers for her personal commitment to the “immersion” method of teaching spoken Latin. It is not only a pedagogical tool for Nancy, but a crusade and actually a way of life. As Professor Robert Gurval stated in Ms. Llewellyn’s nomination letter, “She lives Latin.” Her students testify not only to her outstanding performance as a teacher, but also to the profound and important impact she has made on UCLA. One of her fellow graduate students has summed up the opinion many have of her: “It is a rare thing that one can run out of superlatives to use about a TA at a large, public university.” Nancy gives a face to education, challenges her students to excel, and puts her heart and soul into teaching.

**Andrew Sargent, English**

Mr. Sargent’s concern for his students appears in his intellectual and emotional investment in the course as manifested by his creative activities. He encourages feedback, he is willing to spend as many hours as it takes for students to reach a sense of understanding, he is well prepared, and he shows a genuine concern for student success. Among the many positive letters of recommendation submitted on his behalf, one revealed, “Because of his care, I made sure to come to class prepared. We moved at a good pace, covering material quickly but thoroughly.” Another remarked that Mr. Sargent is one of the few instructors “who has both challenged and encouraged me to expand my mind and use it as a tool to express my intellectual creativity.”

Mr. Sargent’s nomination letter was steeped in accolades describing his mentorship and contagious love for literature: “His tireless dedication to students has helped him to guide them to more fulfilling intellectual and emotional lives. He has improved the quality of instruction at UCLA by turning the pursuit of knowledge into a joyful expedition. His teaching inspires as it informs, lifts as it builds. ...Good teachers excite their students about mastering ideas and knowledge; great teachers excite their students about discovering ideas and knowledge. Mr. Sargent is a great teacher because he has found a way to make student discovery happen.” He has, as one student put it, given us the “gift of self-exploration and growth.” Mr. Sargent is more than a gifted teacher; he is a giving teacher.

**Attention: Entering Graduate Students**

Did you receive an orientation packet?

Orientation booklets prepared by the Graduate Division for all entering graduate students were distributed to departments during the last week in September. These materials are intended to supplement the more detailed information on academic resources and degree requirements provided by your department. You will need to retain this information for future reference on general policy issues and regulations governing graduate education at UCLA.

Please read through all the materials in the packet to better prepare yourself for the wide range of opportunities, services and programs available at UCLA.

If, for any reason, you did not receive one of these folders, please check with your department.
This section appears in each edition of the Graduate Quarterly. For inclusion in future issues, UCLA graduate students who have recently presented their work at conferences, written books, published articles in professional journals, performed or recorded their work, should send complete references to: Patricia Jordan, Graduate Division, at pjordan@gdnet.ucla.edu.

Submission deadlines:
Fall Quarter........September 20
Winter Quarter.........December 20
Spring Quarter.........March 20

Please note: The growing volume of student accomplishments reported to us requires that we now begin to enforce our existing policy of including in this section only publications (articles, books, etc.) and presentations (papers, posters, guest lectures, performances, etc.). Beginning with the Fall 2001 issue of Graduate Quarterly, we will no longer accept fellowships and awards, miscellaneous departmental awards, summer internships, or travel awards in this section. Recipients of intramural, selected extramural, and departmental fellowships will continue to be listed exclusively in the “Award Recipients” section of the Fall issue each year. We reserve the right to edit entries based on these guidelines.

ANTHROPOLOGY


APPLIED LINGUISTICS AND TEL


Peter Snow: Awarded an ISOP Fieldwork Fellowship for the 2001-2002 academic year for the project titled “Language Socialization and the Maintenance of Diglossia on the Panamaian Island of Bastimentos.”

ARCHAEOLOGY


ARCHITECTURE AND URBAN DESIGN


Jon Yoder: Building design for the Latter Day Saints’ Conference Center, Salt Lake City, Ut., was published in Architecture, Volume 90(8), August 2001, p 102-109.

ART HISTORY


Nancy A. Um: Awarded an American Institute for Yemen Studies’ pre-doctoral fellowship for study and research in Yemen.

ASIAN AMERICAN STUDIES


ASTRONOMY


BIOMEDICAL PHYSICS


BIOSTATISTICS


CHEMISTRY AND BIOCHEMISTRY

ENVIRONMENTAL SCIENCE & ENGINEERING


Jennifer J. Jones: (First author) “Analysis of Indoor, Outdoor, and Personal Air Concentrations of PM2.5 in Four Los Angeles Communities.” Presented at the Southern California Society of Environmental Toxicology and Chemistry (SETAC) Annual Meeting, Long Beach, CA, July 12-14, 2001.


English


the 5th International Conference on Diffuse/Nonpoint Pollution and Watershed Management, Special Group on Diffuse Pollution, Milwauk- 
ue, WI, June 2001. [4] (Co-authored) "Character- 
ization and Mass Load Estimates of Or- 
ganic Compounds from Agricultural Irrigation 
Runoff." Presented at the 5th International Con- 
ference on Diffuse/Nonpoint Pollution and Wa-
tered Management, Specialist Group on Di-
fuse Pollution, Milwaukee, WI, June 2001. [5] 
(Co-authored) "Characterization of Trace Met-
ilals in Irrigation and Storm Runoff from Agri-
cultural Fields." Presented at the 5th Interna-
tional Conference on Diffuse/Nonpoint Pollution and Wa-
tered Management, Specialist Group on Di-
(Co-authored) "The Effects on Stream 
Ecology in a Mix Use Watershed in Mediter-
ranean California." Presented at the 5th Inter-
national Conference on Diffuse/Nonpoint Pol-
lution and Watershed Management, Specialist 
Group on Diffuse Pollution, Proceedings, Eds. 
C. S. Melching and E. Alp, Milwaukee, WI, (2001)

**EPIDEMIOLOGY**

Lawrence D. Chu: "Predictors of Injury Sev-
ereity to Elderly Drivers Involved in Motor Ve-
hicle Crashes, California 1998." Presented at 
the Congress of Epidemiology 2001 Confer-

Lorena Garcia: [1] (Co-authored) "Social Fac-
tors Associated With Violence Against Pregn-
ant Women: A Comparative Study Between 
Morelos, Mexico and the United States." Pre-

tended at Congress of Epidemiology 2001, 


[2] (Co-authored) "Severity of Intimate Part-
ner Abuse Indicators As Perceived by Women 
in Mexico and the United States." To be pub-

[3] Received the 2001 North American 

Congress of Epidemiology Student Award on 

Anusha Krishnadasan: [1] (Co-Autho-
red) "Modeling historical exposures from residen-
red) "Modeling historical exposures from residen-
tial proximity to pesticide applications." Pre-

red) "Modeling historical exposures from residen-
tial proximity to pesticide applications." Pre-

Tom Rice: (Co-authored) "An Evaluation of 
California’s Graduated Driver Licensing Sys-
tem." Presentation at the National Association 
of Injury Control Research Centers Symposium, 

Rudy Rull: [1] (Primary author) "Modeling his-
torical exposures from residential proximity to 
pesticide applications. Presented at the En-
vironmental Systems Research Institute (ESRI) 
Educational User Conference, San Diego, Ca., 
July 7, 2001. [2] (Primary author) "Modeling histori-
ical exposures from residential proximity to 
pesticide applications." Presented at the 21st 
Annual ESRI International User Conference, 
San Diego, Ca., July 12, 2001. [3] (Primary author) "The added value of land-use surveys in assessing historical exposure from residen-
tial proximity to pesticide applications." Pre-

 presented at the University of California Toxic Sub-
stances Research and Training Program Symp-

posium, Lake Tahoe, Ca., April 21, 2001. [4] (Co-Authored) "The added value of land-use surveys in assessing historical exposure from residential proximity to pesticide applications." Pre-

presented at the 3rd Annual Arteriosclerosis, 
Thrombosis, and Vascular Biology/Thrombosis 
and Buddenbrooks." Article published in Tho-
mus and Mann, ed. Reinhard Mayer, Gar-

**FOOKLEBRE& MYTHOLOGY**

Denise A. Kozikowski: "Why Are So Many 

Czech Women Dying Of Breast Cancer: A 

Cultural Approach to Understanding Illness, De-
tection and Treatment in the Czech Repub-
lic." International Research Exchanges Board 
(IREX), Czech Republic, 2001-2002.

Kim Miller: "‘Til Christmas Do We Part: Kin 

Work, Ritual Power, and Identity Formation 

Within Domestic Holiday Celebrations." Paper 
given at the Fifth Annual Conference on Holl-

**FRENCH AND FRANCOPHONE STUDIES**

Alison Rice: "Le problème de l’encadrement 
dans Le Testament français d’André Malraux." 

Presented at the 15th International Congrès of 


Sylvie Young: [1] “L’Eve future, ou le futur 

réve de la mort appréciée.” Paper presented at 

the UCLA French Graduate Students’ Sixth 

Annual Conference, Interdisciplinarity, 

Symbiosis/Synergism: The Relationship 

between Science, Literature and Film, West Virginia University, Morgantown, 


**GERMAN LANGUAGES**

Lisa Parkes: “The Embodiment of Musical Per-

formance in Thomas Mann’s Die Welt zwischen 

Himmel und Buhndenbrooks.” Article published in Tho-

mas Mann und Musik, ed. Reinhard Mayer, Gar-

**GEOGRAPHY**

Sabrina L. Drill: [1] (Sole author) Community-
based Fisheries Management and Conserva-
tion in Lake Malawi.” Presented at the 81st 

Annual Meeting of the American Society of 

Ichthyologists and Herpetologists, State 


Coastal Sea Ice Dynamics from Temporal ERS 

Scatterometer Data.” Presented at the Interna-
tional Geophysical Union Meeting, San Fran-
cisco, Ca., December 2000. Also received an 

outstanding student paper award for this 

presentation. [2] “Surface Water Biogeochemistry of Russian Siberia: Implications for Carbon Accu-
mulation.” Presented at the West Siberian 

Peatlands and Carbon Cycle: Past and Present 

International Field Symposium, Novyabrk, West 

Siberia, Russia, August 2001. [3] (Co-
 authored) “U.S.-Russian venture presented Siberi-

an peatlands’ sensitivity to climate.” Published in Eos, 81(43), 497-503, 2000. [4] (Co-
 authored) “A high temporal resolution dataset of ERS scatterometer radar backscatter for re-

search in Arctic and sub-Arctic regions.” For 

publication in Polar Record, in press. [5] Awarded a NASA Earth System Science Gradu-
accomplishments

GRADUATE QUARTERLY, Fall 2001

Jessica Millward: "Empowered Relationships on Graduate Education.


Human Genetics


Indo-European Studies


Information Studies


Microbiology, Immunology and Molecular Genetics

Jeanette Doerr: "A Pmt1-like DNA methyltransferase may be responsible for a novel form of human CC(A/T)GG DNA methylation." Presented at the Western Conference in Immunology, Stanford University, Palo Alto, CA., July 2001


Carol Medlicott: (Co-authored) "Truman's Travels: Harry S. Truman and the Good Roads Move- ment.


Human Genetics


Indo-European Studies


Information Studies


Microbiology, Immunology and Molecular Genetics

Jeanette Doerr: "A Pmt1-like DNA methyltransferase may be responsible for a novel form of human CC(A/T)GG DNA methylation." Presented at the Western Conference in Immunology, Stanford University, Palo Alto, CA., July 2001

MOLECULAR AND MEDICAL PHARMACOLOGY

Moon Jung Song: (First author) “Characterizing the interactions between KSHV Rta and its responsive elements.” Presented at the 4th International Workshop on KSHV and Related Agents, Santa Cruz, Ca., Aug. 5-8, 2001.


MOLECULAR, CELLULAR AND INTEGRATIVE PHYSIOLOGY


MUSIC

In-Sung Kim: Performed flute piece at the Newly Published Music Concert, National Flute Association, Dallas, Tx., Aug. 19, 2001.

Peter Sheridan: Premiered in a musical performance of ‘Guardians of the Grand Canyon’ composed by Peter, at the Havasu Canyon Music Festival, Summer 2000. Produced by PBS as part of its Continental Harmony Project. Performance was taped on the rim of the Grand Canyon and included the Havasupai Ram Dancers (Native American Indians of the region). Program to air on PBS.

MUSCOLOGY


NEUROSCIENCE


NURSING


ORGANISMOECOLOGY, ECOLOGY AND EVOLUTION


PHILOSOPHY


PHYSICS


PHYSIOLOGICAL SCIENCE

Tung Hoang Ngo: “Low-fat diet and decreased growth of prostate cancer in mouse and human studies.” Poster presentation at the 6th Annual UCLA Research Conference on Aging, UCLA Faculty Center, June 20, 2001.

POLICY STUDIES

Bronwyn Bruton: Awarded an internship to travel to Nigeria on behalf of the US Agency for International Development’s Office of Transi-
PSYCHOLOGY

SOCIAL WELFARE

URBAN PLANNING

URBAN PLANNING


SPANISH AND PORTUGUESE

THEATER
Erica Stevens Abbitt: [1] Award for article “An- drogyne and Otherness: Exploring the West through the Japanese Performative Body.” Awarded by the Association for Asian Perfor- mance Study. [2] “Tell Him He’s Good.” Play was a winner of the UCLA Student Playwright Project awards and was produced by the Student Committee for the Arts.

Kenneth Elliott: Directed “Dracula” at the Cape Playhouse, Dennis, Ma., and “Swingtime Can- ton” at the Fullerton Civic Light Opera, Ful- lerton, Ca., Summer 2001.

Yuki Endo: Received Sasakawa Peace Foundation grant for research in Japan on traditional staging in contemporary avant-garde theater, 2001.


Clery Act

The University of California, Los An- geles, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, annually reports campus crime statistics, as well as campus security policies and procedures, including in- formation and resources related to crime prevention and response. The full report is available on the internet at www.ucpd.ucla.edu/ucpd/clery.htm. The University will provide a paper copy of the report upon request directed to the campus police department by telephone at (310) 825-1491 [TDD/TTY compatible] or by mail at 601 Westwood Plaza, Los Angeles, Ca 90095-1364.
2001 Doctoral Commencement

Hooding Ceremony

On the evening of June 15, this year’s 612 recipients of the doctoral degree were honored at the Doctoral Commencement Hooding Ceremony in Royce Hall. Each year UCLA’s new doctors are welcomed into the academy at this ceremony.

Graduates, faculty and members of the official party came together to enjoy light refreshments on the terrace off the West Lobby of Royce, while families and friends took seats in the auditorium. A majestic trumpet fanfare by the UCLA Wind Ensemble Brass signaled the beginning of the formal procession of faculty and graduates.

Chancellor Albert Carnesale gave the call to order and welcomed all attendees. Claudia Mitchell-Kernan, Vice Chancellor Graduate Studies and Dean of the Graduate Division, greeted all doctoral candidates and guests and introduced Dr. Jared M. Diamond, who delivered the keynote address. In addition to his appointment as Professor in the Department of Physiology, Dr. Diamond is a world-renowned scholar, Pulitzer Prize-winning author, and recipient of the National Medal of Science.

Noting that most commencement audiences expected the speaker to offer valuable advice to the graduates, Professor Diamond asked the audience to ride back with him in a time machine, to the recent reunion of his sixth-grade graduating class, where he encountered classmates he had not seen in more than 50 years: “This self-selected group had managed to remain alive, able to travel, felt good enough about themselves to present themselves to the group, but nobody has had a clear sail through life.” He noted that resilience had allowed his classmates to meet and overcome problems, career obstacles, and personal crises. What can the graduates learn from these experiences? Professor Diamond indicated that the graduates have been regularly graded and judged up to this point and now they need to start preparing to judge themselves. He recommended that they consider four criteria in making career choices: choose a career that will offer a decent living; choose a career for which you are qualified, based on an honest appraisal of your abilities; choose a career that you really enjoy; and choose a career that makes a useful contribution to society. Dr. Diamond emphasized that thinking about these four points now could prevent a midlife crisis later on.

Professor Diamond concluded his remarks with Kafka’s The Parable of the Gatekeeper: In Search of Justice, the moral of which is that in the pursuit of whatever things you most want in life you will be confronted with obstacles, as did his sixth-grade classmates and the man in Kafka’s story. While it will be scary to take risks and push past life’s gatekeeper, the courage to persist will result in rewards and is the only sure way to be at peace with yourself. Professor Diamond noted that the graduates will face a series of choices that will require them to make decisions on which gates to open. He urged them to be resilient and wished them good luck in their pursuit of justice and the right choices.

Before the presentation of the diplomas and hooding, Vice Chancellor Mitchell-Kernan spoke of the ritual of the conferring of the academic hood, “a garment you are about to receive as a visual and tactile symbol of your transition from student to professional. The use of distinctive hoods to convey professional membership extends back to medieval times, when they were worn not just by university faculty but also by master craftsmen.” She further noted that because the brilliant and varied colors of academic hoods represent the many and various universities where doctoral degrees are gained, “for the rest of your professional lives, you will wear this hood as an emblem of the legacy you take from UCLA.” Vice Chancellor Mitchell-Kernan also reminded the graduates of the responsibilities that accompany their honored status, and in particular the role of the mentor. “I hope you were watching closely to see how your mentors managed their relationship with you. It’s not too early to reflect a bit on their strategies, because as you don your academic hoods today, you will also assume the responsibility for mentoring those who are younger or less experienced than you. This will be true wherever you work, in or out of academia.”

She concluded with a wish to the graduates for “the wisdom, good fortune, and courage to choose paths of meaning and honor” as they begin their careers.

Each student was hooded by a dean from an official party of deans from the Graduate Division and UCLA’s schools and colleges, and was presented with a diploma by Vice Chancellor Mitchell-Kernan.

Following a final salute from Marie Cowan, Dean of the School of Nursing, graduates, faculty, and guests enjoyed a mid-evening reception in Royce Quad, highlighted by champagne and strawberries. In addition to the graduates and their families and friends, the official party of Vice Chancellors and Deans, as well as UC Regent Velma Montoya, Alumni Regent Designate Jeff Seymour, and Faculty Representative to the Regents, Chand Viswanathan, and more than 100 faculty attended the ceremony and reception.

—written by Daniel J. Bennet
—photographs by Todd Cheney, ASUCLA Photography