THE MOMENT!

2004 Doctoral Hooding Ceremony

Student Processional Marshal Denise Ann Kozikowski, Department of Folklore and Mythology (hooded by Dean Scott Waugh, Dean of the Social Sciences division)
Dear Graduate Student,

[This issue’s letter from the Vice Chancellor is adapted from her remarks to the Welcome Reception for new graduate students.]

Once upon a time, universities, and in particular graduate studies, were seen as occurring in a rarefied atmosphere far above pedestrian concerns where people of great wisdom think great thoughts, unencumbered by practical concerns.

If that ivory tower ever existed, it tumbled long ago. Today’s university is intimately linked to other key institutions in our society: to government, to business, to culture. What happens off campus—a faltering economy, a national election, a war that refuses to be over—affects us here in a hundred ways.

In addition, what we do here has an impact on people and events far beyond the campus boundaries. Together, we have much to contribute to the world of the future and to the ideas and decisions that will shape it. You do not abandon all connections with reality when you enter here. This is the real world.

In that same notional universe where ivory towers exist, some view graduate education as not being a “real job” but rather a time of preparation for something else—for careers in academia and industry, for professional practice, for roles in cutting edge research. Preparation, in brief, for your real lives, something that you will resume only with your degree in hand and a job secured.

Let me assure you that being a graduate student is a real job. The studies you are about to launch will demand all your energy, inspiration, and perseverance. Moreover, this university is a real workplace, where your colleagues will expect much of you. Faculty look to you for challenging questions and fresh insights; they see you as talented apprentices and partners in their research projects. Undergraduate students look to you for clear explanations of fundamental concepts and help in learning new skills; they want you to be caring teachers, mentors, and role models.

As you meet these varied expectations, I know you will also spend a lot of dedicated time pursuing the studies that brought you here. Although the very essence of graduate work is often a focus on the particular, I hope you will not lose sight of the incredible richness this university offers in its libraries, lectures, and special events, as well as through traditional classes.

Of course, the greatest resource at UCLA is its people: the faculty who will guide your work and the graduate students who will be your colleagues. You will find them to be diverse not only in terms of their demographics, but also in their academic, political, cultural, and religious backgrounds—to say nothing of their personality and character. Some of the most meaningful lessons you take from UCLA will come from interactions with your fellow students, and the friendships you make now may serve your professional career and enrich your personal life for many years.

You probably came here with a few more or less specific goals in your sights; others will no doubt surprise you in midstream in your graduate studies. At its best, graduate education will prepare you for these challenges, helping you to obtain the skills, information, intellectual discipline, and heart you will need to prevail. Here at UCLA and wherever the opportunities of life take you, I wish you the very best of journeys.

Claudia Mitchell-Kernan
Vice Chancellor Graduate Studies
Dean, Graduate Division
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Cover photograph by Todd Cheney
THE SUMMER RESEARCH MENTORSHIP (SRM) PROGRAM was established by UCLA’s Graduate Division in 1995 to provide graduate students with fellowship support so that they could pursue academic goals during the summer instead of taking jobs unrelated to their studies.

The plan was to help students prepare conference presentations or journal articles, develop and strengthen connections with faculty mentors, and—through both experiences—move more quickly through the process of writing dissertations and obtaining doctoral degrees.

Since its small beginning in 1995, the program has grown steadily and substantially. In 1995, just three students received summer research grants. In 2004, 128 students were awarded stipends for their summer work. Although students in many disciplines and departments have been supported, humanities and social sciences have been the primary beneficiaries. These disciplines were a particular target of the program because fellowship support is often less available there than in physical and biological sciences.

Through a recent review, we found that the program has achieved all it set out to do and perhaps more. Here are the details.

**Goal: To Connect Students with Faculty Mentors**

About 65 percent of SRM students said that their summer research mentors became chairs of their dissertation committees, and all of the 1998 alumni interviewed for this story said that their summer mentors were dissertation chairs or committee members. In some cases, the alumni said the relationship had become a continuing facet of their professional career. While SRM students reported somewhat greater satisfaction with faculty mentoring than their non-SRM colleagues, these differences were not significant.

The program has elicited intense participation from many faculty members, including Michael Owen Jones, professor of Culture and Performance Studies. Last year, six of the program’s 29 full-time graduate students received summer research mentorship fellowships, and four of them worked with him.

Nur Haibiyah studied schools of mysticism and traditional healing in Java; G. Lola Worthington examined the Plains Indian tradition of making and wearing beaded princess crowns; Jaynie Rabb prepared to document the Pacific Island Arts Festival; and Scott Edmondson conducted research on narratives and spirituality in African American storefront churches in Los Ange-
les. Professor Jones met regularly with Jaynie and Scott, keeping in touch with Nur (in Java) and G. Lola (in Oklahoma) by e-mail.

Professor Jones helps students draft plans for research interviews and observations and deal with surprises: “There’s always something unanticipated that comes up” during the course of the summer, he says.

**Goal: To Guide Students through the Process of Conference Presentation or Publication**

In the UCLA Doctoral Exit Survey, a large majority of SRM students reported having the opportunity to both publish and present their own research (85.5%). A significantly smaller percentage of the non-SRM students (63.7%) also reported having these opportunities. The non-SRM students were more likely to say that they had not had the opportunity to present or publish their own research (see Figure 1).

Besides learning the publication process directly from their mentors, SRM participants have the opportunity to take a workshop that helps them overcome writing blocks, select journals that are likely to have an interest in their work, and prepare a professional manuscript for submission.

Professor Jones “talks about how to shape research into a paper” and reads drafts “until I feel that the paper is suitable for presentation.” All of the members of this year’s Culture and Performance Studies cohort are expected to present papers on their research, and some have already had their proposals accepted.

**Goal: To Contribute toward Timely and Successful Completion of the Dissertation**

Significant differences were found between SRM and non-SRM students on measures of time in candidacy and time to degree, with SRM students taking less time at each step. While SRM students took an average of 4.4 years to advance to candidacy, non-SRM students needed an average of 4.9 years.

Differences in time to degree are more impressive. Non-SRM students graduated in 8.2 years on average, whereas SRM students graduated in 6.5 years on average.

Some students use SRM funding to develop skills they need for their dissertation research or to write a proposal for that work, while in other cases, the summer project becomes a section or chapter in the actual dissertation.

**Other SRM Impacts**

Learning professional skills and receiving the recognition that comes with conference presentations and journal publication. Moving efficiently through dissertation writing and receiving the doctoral degree. These are such crucial aspects of graduate education that they seem likely to influence overall satisfaction with the graduate experience.

Indeed, a comparison of exit survey data from SRM students and other departing doctoral alumni showed that SRM students were generally more satisfied with their graduate experience, particularly with the resources for research.

On the UCLA Doctoral Exit Survey, students were asked to report their level of satisfaction with areas likely to influence their overall graduate experience, such as financial assistance, advising, mentoring, and resources for research. Responses ranged on a four-point scale (4 = Very Satisfied; 3 = Satisfied; 2 = No Opinion; 1 = Dissatisfied).

Significant differences were found between SRM students (mean = 3.38) and non-SRM students (mean = 3.08) on satisfaction with resources for students research.

Regarding financial support, significant differences were also found between SRM students (3.22) and non-SRM students (2.90) on satisfaction with the level of financial assistance they received.

The word *resources* is subject to various interpretations. One component may be financial support, as significant differences were also found between SRM students (3.22) and non-SRM students (2.90) on satisfaction with the level of financial assistance they received.

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Regarding financial support, significant differences were found between SRM and non-SRM students on the number of quarters for which they had fellowship support, with nearly half of the SRM students reporting fellowships for nine or more quarters, compared to little more than a third of the non-SRM students.
All of the 1998 alumni contacted for this article expressed satisfaction with the level of financial support they had during their graduate years. Perhaps just as important, all said they were assertive in applying for various kinds of grants and fellowships.

Conclusion

The Summer Research Mentorship program has fulfilled the expectations of its originators: It not only provides graduate students with an alternative to part-time summer employment, it enriches their graduate experience, assists in their professional development, connects them with valued mentors, and helps them to achieve their academic goals sooner and more efficiently.

One student said the lack of academic support in summers “was a consistent cause of anxiety, and nonacademic summer jobs were a colossal waste of time. Summer support is critical to academic progress.”

While mentoring takes time and energy, there are compensations for faculty, as well. “I learn from the students, just as they learn from me,” Professor Jones says, “not only from the data they collect but also from the questions they ask and the methods they employ.”

Apply for the Summer Research Mentorship Program

The Summer Research Mentorship program is open to students who have completed at least one year, but no more than four years, of graduate study. Participants receive a stipend of up to $4,000, as well as a $500 travel allotment if they present their summer’s work at a professional conference during the following academic year.

For more information, visit the Graduate Division Web site, www.gdnet.ucla.edu, or call program coordinator Liz Taylor, (310) 825-3623.

An article about the experiences of student participants in the Summer Research Mentorship program was published in the Spring 2001 issue of the Graduate Quarterly and is available online.
Welcome Reception

On September 29, 2004, the doors of the Faculty Center opened to welcome over 3,600 incoming graduate students. Chancellor Albert Carnesale and Vice Chancellor of Graduate Studies and Dean of the Graduate Division Claudia Mitchell-Kernan spoke to the students about their upcoming years at UCLA. Dean Mitchell-Kernan said “Together, we have much to contribute to the future America and to the ideas and decisions that will shape it. We will do this as scholars and professionals but also as ordinary people whose experiences and values infuse everything we do. You do not abandon all connections with reality when you enter here. This is the real world.” -MW

Photography by Todd Cheney

The Keschia Potter Quintet entertains the crowd.

Chancellor Carnesale chats with students
Graduate students inform and inspire CSU undergraduates regarding graduate studies. Some questions “come up every single time” when Tanya Porras participates in a Graduate Division-sponsored outreach program for undergraduates. For example, she says, “a lot of students think that graduate school will be very expensive, and they won’t be able to go because of finances.” Tanya tells them that research in the biological and other sciences is often funded by grants, “so tuition is paid for, and usually you have a stipend.” Other students think they need work experience or a master’s degree before they can enter a PhD program. Neither is true, she says, although research experience is important in the sciences.
“I really enjoy clarifying those misconceptions. I hope I’m influencing some people to apply to graduate school.”

one reason she came here.

And when Anne Simonson was looking to leave government work for graduate studies, she “would have given anything to talk to one person who was getting a PhD in science,” Anne says. “I like the idea that I can be that person for someone else.” She is also “really proud to be part of a program” that promotes graduate student diversity. “When I meet people who have different ideas and cultural traditions, I always learn a lot from that,” she says.

Some recruitment activities are directly related to diversity—for example, the California Forum for Diversity in Gradu-

ate Education—but a large part of the recruitment effort is aimed at California State University campuses in Southern California. That CSU undergraduates will pursue graduate degrees in the UC system is a goal embedded in California’s Master Plan for Education. Under the direction of Assistant Dean Glen T. Winans, the Graduate Division’s CSU Outreach Project has combined research and outreach to strengthen UCLAs ties with regional CSUs. Last year, graduate student volunteers visited CSU campuses at Dominguez Hills, Fullerton, Los Angeles, Northridge, Pomona, San Francisco, and Sonoma for recruitment activities, and they also met with CSU student groups that visited UCLA.

All of the outreach volunteers are CSU alumni. “Because they attended CSUs, they have a common bond with the undergraduates we hope to reach,” says Linda DeAngelo, a graduate student researcher on the project. Their CSU ties also make the volunteers good role models, she says, and that may be the most significant thing the students are doing, showing that the pathway is there.”

As Aletha Harven, a graduate of CSU Sacramento, puts it, she wants CSU students to know “it’s possible to be accepted to a Research I Institution. I’m able to tell students that I did it, and so can they!” Aletha sees her outreach participation as “part of my duty as an educator,” and the communication is rewarding. “It’s next to have people listen to what I’m saying,” she says. “A lot of young people can connect with me and my experience. They come to me for advice.”

Not all of the undergraduates who attend outreach events are young people, however, and the volunteers are diverse in age as well as race/ethnicity, gender, and academic discipline. Mark Kaswan, who left a nonprofit management career to pursue a PhD in political science, often talks to older undergraduates about the special challenges graduate work may pose for them. “They’re concerned about what being an older student means,” Mark says, “how you’re perceived, how you relate to others.” Mark encourages them to see their more extensive life experiences as an asset that can be shared with younger peers.

The time demands for volunteers are relatively modest—as little as a few hours at one event—and a small honorarium is offered. However, the reward of helping others help themselves is the chief motivation. With strong loyalty to their CSU alma maters, the volunteers are particularly happy to reach out in that direction. “It’s a really rewarding experience to be a role model for students, to let them know they can do it, and to help them get to that next level,” Tina says.

That’s what brought Mike Moradian into the outreach project. Mike was practically on his way to dental school when an old friend who had just obtained his PhD in science at UCLA “showed me around a few labs,” he says. In no time at all, Mike had decided to swap dental school for doctoral studies in biology. “I was lucky to have my mentor. Very few students will be fortunate enough to have someone like that,” Mike says.

Mike has “a little motivational speech” he likes to give during outreach panels. He tells undergraduates their success “depends on how determined and ambitious you are to make a good career. The sky’s the limit—it depends on whether you want to touch the sky or not.”
THE GRADUATE DIVISION is looking for a new Assistant Vice Chancellor this fall. Instead of dealing with the rising tide of business and the many little emergencies that always mark the beginning of a new academic year, retired Assistant Vice Chancellor Jim Turner is busy with other projects: Painting in the dotting technique of Australian Aboriginal artists, carving large sculptures in wood that represent the wind, reviewing the thousands of pages of notes he’s assembled on wind-related mythology, or adding to the start he’s made on a murder mystery (set at a Research I university).

Requisition No. 3503 uses hundreds of words to outline the Assistant Vice Chancellor’s many responsibilities: serving as Chief of Staff to the Vice Chancellor/Dean in the implementation of policies governing the education of 11,000 graduate students, overseeing the management of all functions that support nearly 200 doctoral and professional graduate programs, and managing the administrative and regulatory functions of the Graduate Division and its more than 40 employees.

From the point of view of his colleagues, however, what Jim did is both simpler and more complicated than the notice suggests. When the Graduate Division gathers for its annual Christmas party this year, someone will have to write a new line for the Graduate Division’s heavily revised version of “The Twelve Days of Christmas.” For years now, the prominent lyric “five golden rings” has been replaced with the words: “Go ask Jim.”

Jim’s office was just about the first thing visitors to the Graduate Division saw, and the door was always open. If you called, he usually picked up the phone. So just about everyone did ask Jim something, at one time or another, and as far as anyone is saying, he
never failed to listen patiently and attempt to find an answer.

A few of the questions were simple—what does PhD stand for—or even silly: the queen of a neighboring galaxy wanting an honorary doctorate (Jim explained that UCLA doesn’t award those).

But most of the questions involved serious issues related to graduate education. “No one knows as many numbers and facts as Jim,” says former Associate Dean of the Graduate Division, Kathleen Komar, “and his filing system (see photo) is unrivaled in civilized memory. Only Jim could reach into a seemingly chaotic stack of papers and pull out the one you need.” Indeed, before he left, Jim spent days on end working with Pamela Taylor, Director of Institutional Research and Information Services, turning part of that filing system into a valuable Graduate Division archive.

Although his command of facts and figures, policies and programs, was legendary, the data were always less important to Jim than the students the Graduate Division exists to nurture. Take the story of Shiferaw Assefa, who stumbled upon a fellow smoking a pipe as he left Murphy Hall one day. “What brought you here?” asked the lean older man. Shiferaw said he’d just submitted an application for a Fulbright fellowship to fund his doctoral research: investigating why a particular plant is domesticated in Ethiopia, where the root is used for food, and not in other countries.

The guy with the pipe found this fascinating, and the two talked for 10 or 15 minutes about Shiferaw’s research and its relationship to various anthropological projects. When the man said, “Let me know if I can help,” Shiferaw took it as a courtesy. He had no idea who the man was.

Several weeks later, learning that he was wait-listed for a Fulbright and might need other funding for his fieldwork, Shiferaw was urged to visit the Assistant Vice Chancellor for Graduate Studies. Imagine his surprise when that person turned out to be the guy with the pipe. And his delight when Jim made good on his offer of help: Shiferaw is in Ethiopia this fall, working on his dissertation with Graduate Division support.

“The bottom line in everything Jim does is what can we as an organization and I as an individual do that will benefit students,” says Richard L. Weiss, a longtime colleague who is Professor of Chemistry and Biochemistry. Administrators who work with students are always focused on student needs, Weiss says, but most give at least a stray thought to what actions will make them or their office look good. “I don’t think Jim has any of that in him. He wants to help students, and I find that real refreshing.”

In recent years, Professor Weiss has worked with Jim on programs designed to diversify the student body, especially in the sciences. “If we need some help from the Graduate Division,” he says, “Jim is willing to look outside of the box and find a way to make things happen.”

So while the job notice talks about qualifications in terms of skills, experience, and proven ability in one thing or another, people who knew Jim focus on three essential qualities: open door, open mind, open heart.

Jim’s departure poses a serious challenge to the notion that no one is irreplaceable. “He deserves the rest, of course,” Professor Komar said, “but what will the rest of us do without him?”

Jim Turner’s long tenure as Assistant Vice Chancellor of Graduate Studies was the capstone on three decades of work as a professor, researcher, and university administrator, much of it at UCLA. Shortly after receiving his PhD in psychology from the University of Missouri, Dr. Turner came to UCLA as a researcher with the Neuropsychiatric Institute and later a professor in the Department of Psychiatry. From 1985 to 1988, he helped to create the Center for Faculty Development at Cal State Long Beach and served as its Associate Director. He returned to UCLA in 1988 as an administrator in the Center for Afro-American Studies and moved to his post at the Graduate Division in 1989.

With an MA and PhD in psychology from the University of Missouri, Dr. Turner had a lifelong interest in the social processes that help individuals and groups build a sense of self-worth and well-being. He later became interested in similar issues related to indigenous groups and adults with mental disabilities. During his Graduate Division tenure, Dr. Turner began to look at the social forces that characterize academic subcultures. He was widely published.
N THE EVENING OF JUNE 17, this year’s 665 recipients of the doctoral degree were honored at the Doctoral Commencement Hooding Ceremony in Royce Hall. Each year UCLA’s new doctorates 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. The magnificent organ of Royce Hall was played by University Organist, Christoph Bull.

Chancellor Albert Carnesale gave the call to order and welcomed all attendees. Expressing UCLA’s pride in each new doctoral recipient,
the Chancellor noted the family nature of the ceremony. Especially mentioned were Gabriel Karl Wolfenstein (History), who was hooded by his father, Professor E. Victor Wolfenstein (Political Science) and Lindsey Engle Richland (Psychology) and her husband, Justin B. Richland (Anthropology), who were hooded by Ms. Richland’s father, UCSD Professor Emeritus Robert Engle, a Nobel Laureate in Economics.

Dr. Carnesale spoke of the unprecedented change confronting the modern university, with challenges that include the knowledge explosion, the changing role of the research university, and the technology revolution. He expressed confidence that the graduates’ intellectual training prepares them to confront the challenges the future brings. In his concluding remarks, the Chancellor noted that “The exercise of formulating and testing an idea or hypothesis in order, ultimately to support or reject it, is of fundamental value to you as an individual, and to our collective society. Having mastered this approach to knowledge will prove useful forever – no matter which avenues you pursue in the coming years.”

Mr. George Aratani received the UCLA Medal from Chancellor Carnesale. Mr. Aratani is founder of Mikasa Chinaware and Kenwood Electronics, and a major benefactor of the UCLA Asian American Studies Center and the Center for Japanese Studies.

In her remarks prior to the presentation of diplomas and hooding, Claudia Mitchell-Kernan, Vice Chancellor Graduate Studies and Dean of the Graduate Division, said that “It is especially moving that Mr. Aratani has used some of the fruits of his success to make sure that the history of the Japanese internment in America will not be forgotten – in the hope that it will not be repeated.” She expressed concern over treatment today of American citizens of Middle Eastern origin, “different in degree, perhaps, but similar in kind to those experienced by Japanese Americans in the 1940’s” Vice Chancellor Mitchell-Kernan spoke also of her concern about the difficulty new international students encounter in coming to study in the U.S. since 9/11. She encouraged the new graduates “to be informed and responsible citizens of your country and participants in the history we are making together.” While offering congratulations on the graduates’ achievements, the Vice Chancellor also spoke of the need for them to be active citizens: “I think it is fair to challenge you to exercise leadership beyond the narrow sphere of your professional endeavors. Social, political, and moral leadership can be exercised in many ways and in many contexts: from board rooms and classrooms to community groups and family living rooms.”

Each student was hooded, by a dean from an official party of deans from the Graduate Division and UCLA’s schools and colleges, personally congratulated by Chancellor Carnesale, and presented with a diploma by Vice Chancellor Mitchell-Kernan. This year UC Regent Velma Montoya participated as a member of the official party.

Following a final salute from Scott Waugh, Dean of Social Sciences, College of Letters and Science, graduates, faculty, and guests enjoyed a mid-evening reception in Royce Quad, highlighted by champagne and strawberries. In addition to a capacity crowd of graduates and their families and friends, more than 100 faculty attended the ceremony and reception.
When Professor of Comparative Literature and Scandinavian Studies Ross Shideler stepped in last November as Associate Dean of the Graduate Division, his assignment put him in the middle of two major projects.

First, as the Graduate Division’s liaison to the Graduate Council’s committee on fellowships and assistantships, he was involved in efforts to reverse an ongoing decline in graduate student support that was having a negative impact on graduate education, and thus, the whole university enterprise. Second, he joined the committee that decided how new housing for single graduate students, which was then rising on the western edge of campus, would be allotted: through the divisions to departments and thereby to incoming students of particular merit. Now that this year’s highly-recruited new graduate students are moving in to the first completed units, Shideler chairs the committee that will track the progress of construction and the allocation of additional units as they come on line.

Linking the projects is the fact that both fellowships and housing are needed to attract top-ranking graduate students. “It’s a wonderfully appealing thing to be able to offer housing within walking distance of campus,” Professor Shideler says. Responses to the fellowships issue, including a fund-raising campaign dedicated to graduate student support [see story in this issue], offer fresh recognition of “how crucial the admission and recruitment of graduate students is to the university’s success,” he says.

Both projects remain in Professor Shideler’s portfolio this fall, as he begins a new academic year with the Graduate Division. He will also handle labor relations and serve as liaison to departments in the humanities and physical sciences, as well as the Schools of Engineering, Arts and Architecture, Education and Information Studies, Public Health, and Nursing.

The job is “very demanding and very challenging,” Professor Shideler says, “but it’s also lots of fun.” He brings to the task experience as chair of the program in Comparative Literature and extensive service on Academic Senate and other university governance committees. A recipient of UCLA’s Distinguished Teaching Award, Dr. Shideler feels some regret about the classroom time he must surrender in order to handle his new administrative responsibilities, “but I think I can do some good over here,” he says.

“As a result of its role in the campaign to increase graduate student support, the Graduate Division has been recognized as crucial to the mission of the university,” Dr. Shideler says. “The Graduate Division is more and more going to be seen as an essential and invaluable asset of campus life, and I hope I can contribute to that recognition.”

Ross Shideler is Professor of Comparative Literature and Scandinavian Studies and has written on the works of Gunnar Ekelöf, Per Olov Enquist, and other Scandinavian authors. His most recent book, Questioning the Father, utilizes Charles Darwin’s work to compare novels and plays by Emile Zola, Henrik Ibsen, August Strindberg, and Thomas Hardy. Professor Shideler holds a bachelor’s degree from San Francisco State University, a master’s degree from the University of Stockholm, and the PhD in Comparative Literature from UC Berkeley.
ENSURING ACADEMIC EXCELLENCE: New Initiative

Recognizing “that additional resources are required if we are to preserve UCLA’s standing as a world-class research university,” Chancellor Albert Carnesale has moved on several fronts—including a $250 million private-sector fund-raising drive that is under way—to meet the need for graduate student support.

Chancellor Carnesale acted amid increasing campus concern about UCLA’s competitiveness in an era of dwindling government funds for graduate student support. In recent years, UCLA and other UC campuses have struggled to recruit top-ranking students, as prestigious private schools offer more generous support packages. Recruiting the best graduate students is crucial in attracting the best professors and in enhancing undergraduate education.

In the most immediate action, the Chancellor permanently redirected $2 million to merit-based student support beginning with the current academic year. Next year, an additional $1 million will be provided.

The largest and most lasting impact of Chancellor Carnesale’s package will come from his call for the Ensuring Academic Excellence Initiative, a five-year $250 million fund-raising drive. Of the total, $100 million is designated for endowed faculty chairs, $100 million for student support in the UCLA College and $50 million for student support in the professional schools. Some of the student support will be raised for undergraduate scholarships, but a greater portion is expected to benefit graduate students. The Initiative has already raised nearly $10 million for graduate student fellowships.

Although the new initiative sharpens the focus on the philanthropic support of students and faculty, university fund-raising has targeted gifts for graduate students for many years. During Campaign UCLA, which began in 1996, the University has raised more than $70 million for graduate fellowships. About half of the total has been designated by the donors for the professional schools, with Law, the Graduate School of Education and Information Studies, and the Anderson School among the largest beneficiaries. Graduate programs in the College have received nearly $25 million, with the largest amounts contributed to the humanities and social sciences. In virtually all cases, donors specifically designate the school or discipline to receive the funds. Fellowships can be given either for current use purposes or held in the form of an endowment to provide long-term annual distributions.

Part of the strategy for the Ensuring Academic Excellence Initiative is to more assertively communicate the value of the research university as an intellectual engine for discovery and innovation, new thought and creativity—one that propels the regional and state economies. This is true for medicine and the sciences as well as in the arts, social sciences, and the humanities. Assistant Vice Chancellor for Development Rhea Turteltaub said, “Because of their symbiotic relationship with faculty mentors, graduate students are vital partners in driving this engine. We want to communicate the special nature of graduate education to potential donors.”

Henry Samueli understands this connection from both sides. He was a UCLA graduate student in electrical engineering, earning a master’s and PhD; later, as an electrical engineering professor here, he worked with graduate students in developing some of the core technologies behind his company, Broadcom Corp. Five years ago, the School of Engineering and Applied Science was renamed for Samueli in recognition of his philanthropy. In a move related to the Initiative, Samueli was appointed chair of the Chancellor’s Competitiveness Council, a group of prominent business and community leaders formed to strategically advocate to varied external audiences the importance and value of the elite research university.

The Graduate Division looks forward to participating in the Chancellor’s initiative, and has moved aggressively to meet the competitiveness challenge. In addition to its role monitoring campus graduate student support, the Division recently launched a series of campus workshops to better acquaint departmental staff and students with external funding opportunities. The Division also maintains a state-of-the-art database, GRAPES, to help students find extramural support, and provides incentives and support for students seeking extramural funding and faculty seeking training grants. Working with a campus-wide faculty committee, the Graduate Division has implemented a plan to insure that the new Weyburn Terrace Housing for single graduate students, which opened in the Fall, will give UCLA a recruiting edge. The Graduate Division has also successfully applied for grants which support the training of a diverse student body in PhD programs and prepares them for the professoriate and other careers. During the past two years, it has been awarded three grants from the National Science Foundation, two in the STEM (science, technology, engineering, and mathematics) fields, and one in the social, behavioral, and economic sciences, totaling more than three million dollars.
I realized how important it was as a sociologist not just to know statistics but to be able to communicate with statisticians.

“...”

Elizabeth Bruch
Sociology & Statistics

AFTER HER FRESHMAN YEAR AT PORTLAND'S REED COLLEGE, Elizabeth Bruch got a job as a one-person census bureau for a community-based group in the San Francisco Tenderloin, for many years a red-light district populated by drunks and prostitutes. A tide of immigration had brought families into the area, but fearful of the area’s dangers—not the least of which were the cars speeding through what they thought was a bad neighborhood—the families were barely visible. “There were tons of kids,” Elizabeth says, “but they were all locked inside. It was a neighborhood about to burst open.”
Going from building to building to count the kids, Elizabeth got to know everybody, even “the crazy guy on the corner [who] would stop screaming, smile, and wave” when she went by. With the help of the data her census provided, advocates were able to get funds to build an elementary school in the neighborhood.

Elizabeth returned to Reed with the knowledge that “statistics can have an impact on people’s lives,” and she was on her way to knowing what she wanted to do with her life: “study social problems and use that information to try to implement reasonable solutions,” she says.

The social problem Elizabeth has decided to examine in her sociology dissertation is residential segregation, and the tool she is using is computer modeling. Her results test the theory of economist Thomas Schelling, whose model showed that if people simply don’t want to be in the minority—that is, they’ll stay in a neighborhood as long as their group holds even a slight majority—the eventual result is high segregation.

In her master’s thesis in sociology, Elizabeth used data from the Los Angeles Family and Neighborhood Survey (LA FANS), which showed that people’s residential choices were actually more nuanced. Her model indicated that decisions based on race/ethnicity alone would not lead to the highly segregated neighborhoods typical of Los Angeles. For her doctoral research, she’s adding income and class to the input factors, reasoning that people’s residential choices are in part determined by their financial means.

Her results are certain to be interesting, but so is the method she’s using to get there. In Schelling’s model, the artificial people lived on a computer grid and made either/or choices based on the racial mix of nearby squares. Elizabeth “wanted my artificial people to live on maps on actual city blocks,” she says, and she created them to reflect a 5% representative sample of the area’s actual residents.

Her adviser, Professor of Sociology Richard D. Mare, says: “Simulation without empirical validation can be an idle exercise, whereas data analysis without a conception of underlying social processes often produces only superficial conclusions. By combining these strategies, Elizabeth has the potential to produce social science at its very best.”

Elizabeth brings to her work in sociology a growing expertise in statistics. Having always been interested in quantitative methodology, she decided to take some statistics classes when she had finished her coursework in sociology. “I had a good time,” she says, “but more important, I realized how important it was as a sociologist not just to know statistics but to be able to communicate with statisticians.”

At one level, Elizabeth is talking about understanding the language statisticians use: The statistics courses designed for graduate students are far more rigorous than those sociology majors typically take. However, there’s also a social aspect to her statement. Because Elizabeth had met some statisticians, she knew where to go to when she couldn’t find a way to check the fit of a computer model. “I dropped my pile of articles on [Professor] Jan de Leeuw’s desk,” she says, “and three weeks later, he e-mailed saying he thought he’d figured out how to do the necessary diagnostics.” Together, they wrote a paper on their findings.

And knowing statisticians paid off even more grandly in her connection with Professor Richard Berk, whose statistics class she had taken. He sent news that the National Science Foundation “had a pot of money for work related to my dissertation on complex models of how cities change over time.” As a result, Professors Berk and Mare, with Elizabeth, have a $280,000 grant for their research, and Elizabeth has a National Science Foundation Dissertation Improvement Grant.

The project asks “whether it is possible to simulate well the patterns of residential segregation as they have evolved in Los Angeles from 1980 to 2000,” says Professor Berk. “Is it possible to develop a useful computer model of how people in Los Angeles choose where to live?” As a first-rate social scientist and a first-rate applied statistician, Professor Berk says, Elizabeth is a valued partner.

She is also a first-rate builder of social networks, and this was true long before she started hanging out with statisticians. Her undergraduate adviser, John Pock, was also mentor to three members UCLA’s Sociology Department, including Professor Mare. When Elizabeth hit a snag with her undergraduate thesis at Reed, Professor Pock suggested that she ask UCLA’s Bill Mason for help. He invited her to spend some time in Los Angeles, and Elizabeth found it “a really exciting place, where “they took graduate students very seriously.”

As she was making her choices about graduate school, UCLA’s demography group was just getting started and the first interviews on the LA FANS were being done. Even before she was officially a graduate student, she became “immediately entrenched in this project” as a research assistant, she says. “I had the sense that I could be part of something new and exciting.”

Probably next June, Elizabeth will receive a master’s degree in statistics along with her PhD in sociology, her master’s thesis being a methods chapter in her dissertation. She looks forward to an academic career, and she’s already outlining her first course: teaching social dynamics using toy models students can play with to study everything from residential segregation to marriage patterns.

The same social attitude that took her to the Tenderloin nearly a decade ago remains, with a twist: “If you really want to help people,” she says, “you have to change the structure of the society they’re living in.”
GRADUATE SCHOOL IS THE PLACE TO GO IF YOU’RE INTERESTED IN “WHY” QUESTIONS, a senior colleague told Chuck Griffis: “If you want to address these kinds of questions, you need to get a PhD because PhD researchers are trained to figure out the whys.”

The particular why question that Chuck had in mind involved his patients at UCLA Medical Center. As a nurse anesthetist, Chuck spent a lot of time in surgery and following up afterward with patients, some of them with immune systems that had been compromised as a result of chemotherapy, leukemia, or AIDS. “Those folks never seemed to do as well after surgery, especially when they had a lot of pain,” Chuck

Chuck Griffis
Nursing
reviews the blood samples from the first four research participants showed “some very interesting changes going on,” Chuck says. Even modest, short-term pain increased the amount of Interleukin 6 (IL6) in the bloodstream, and high levels of IL6 have been linked to hypertension and heart disease. Researchers believe that IL6 increases the production of cellular adhesion molecules (CAMs) in the blood. CAMs do good work: carrying white blood cells to sources of infection, where they help the body heal. However, when CAMs are overproduced—perhaps during excessive untreated pain—they might end up at other areas of inflammation, making diseases like rheumatoid arthritis more severe. Heart disease is another possible outcome.

Chuck’s adviser, Dr. Peggy Compton, says his research “is unique in the pain field [and] is beginning to explore potential detrimental effects of pain on immune and inflammatory pathophysiological processes. . . . [His] findings could have significant implications for the management of pain states.”

One outcome might be the use of antibodies to suppress CAMs after surgery, Chuck says, but the principal impact of his work is to underscore the relatively new medical view that pain is a pathogen itself. “No pain, no gain’ is definitely not our philosophy,” Chuck says. “You should treat pain and get rid of it because pain itself may cause or worsen diseases.”

Treating pain has been an element of Chuck’s life ever since he was a small boy in Florida, helping his older brother and sister with their cuts and scrapes. When he started junior college, he began working as a hospital volunteer and then as an orderly. “I was just fascinated,” he says. “The doctors would come in, do a couple of things, and leave a bunch of orders, but the nurses were the ones who were actually taking care of the patients,” he says. “For me, that was always the more fun part.”

Chuck studied for his registered nurse certificate and later for his bachelor’s degree, working in intensive care units and cardiac care units, where he was inspired by his close encounters with anesthesiologists and nurse anesthetists. UCLA had one of the best master’s degree programs for nurse anesthetists, and so Chuck moved to Los Angeles and never left.

He got his master’s degree in 1981 and has worked continuously at the UCLA Medical Center, supplementing his duties as a nurse anesthetist with teaching responsibilities in the hospital and the School of Nursing. Now, he’s ready to change the proportions of those activities.

Like many dissertations in the School of Nursing, Chuck’s work will be presented in the form of three articles published in nursing journals, “not just one dusty document that will end up in the biomedical library,” he says. The first, on the theoretical assumptions underlying his work, is almost ready to be published. Two other articles will discuss, respectively, the roles of CAMs and IL6.

Then Chuck hopes to “reinvent myself as a researcher and teacher and cut back on my clinical work,” he says. With fewer hours in the hospital, he’ll reduce the physical demands that clinical work requires, “and still contribute to the field that I love, in another way,” he says. “I like to think I can have the best of both worlds.”
SCHOOL OF THEATER, FILM, AND TELEVISION

Even UCLA graduate students in the School of Theater, Film, and Television got the chance this fall to display their work on *Showtime*, which provided $125,000 to help fund seven short films on the topic, “Images of War in the 21st Century.” The winning proposals, four in narrative/fiction and three in documentary, were selected late in 2003 and produced over the next months.


The partnership with *Showtime* was negotiated by Barbara Boyle, Chair of the Department of Film, Television, and Digital Media.

### ART


### ASIAN LANGUAGES & CULTURES


### BIOMATHEMATICS

**Vladimir N. Minin:** Bayesian recombination identification: new models and better ways of incorporating prior information. Presented at the Joint Statistical Meetings, Toronto, Canada, August, 2004.

### BIOMEDICAL ENGINEERING


### ATMOSPHERIC & OCEANIC SCIENCES


### APPLIED LINGUISTICS & TESL


### ARCHITECTURE & URBAN DESIGN


**Vladimir N. Minin:** Bayesian recombination identification: new models and better ways of incorporating prior information. Presented at the Joint Statistical Meetings, Toronto, Canada, August, 2004.


**COMMUNITY HEALTH SCIENCES**


**EARTH & SPACE SCIENCES**


**BIOSTATISTICS**


**COMPARATIVE LITERATURE**


**CIVIL ENGINEERING**


**DESIGN | MEDIA ARTS**


**BIOSCIENCES**


**BIOSTATISTICS**


**COMPARATIVE LITERATURE**


**CIVIL ENGINEERING**


**DESIGN | MEDIA ARTS**


ECOLOGY & EVOLUTIONARY BIOLOGY


ECONOMICS


EDUCATION


ENGLISH


EINEM ENLIGHTENMENT


ETHNOMUSICOLOGY


FILM, TELEVISION, & DIGITAL MEDIA


ELECTRICAL ENGINEERING


FILM, TELEVISION, & DIGITAL MEDIA


Andre R. Mallette Jr.: (Director) “CLOSER.” Official Film Festival Selection, Fifth Annual Silver Lake Film Festival, Los Angeles, CA, September, 2004.

Ray Melendez: (Director/Producer) “Welcome to the WBCA Festival”, a trailer for the WBCA Organization. IFEA Pinnacle Awards - Best Full-Length TV Program, Best Sponsor Marketing Video, Austin, TX, August, 2004.


Andrew P. Nordvall: (Co-author) “LONELY INTRAGALACTIC OVERLOOK SEESING SINGLE EARTH FEMALE.” Screen play Winner, Best Feature Length Screenplay, Screenwriters Network Carl Sautter Award, September, 2004.


HEALTH SERVICES


Shana B. Traina: (First author) “Mental health scores and social support are not associated with disease duration in rheumatoid arthritis patients.” Poster presented at American College of Rheumatology, San Antonio, TX, October, 2004.

FRENCH & FRANCOPHONE STUDIES


HUMAN GENETICS


INFORMATION STUDIES


ISLAMIC STUDIES


LAW


MANAGEMENT


MATHEMATICS


MICROBIOLOGY, IMMUNOLOGY, & MOLECULAR GENETICS


MOLECULAR & MEDICAL PHARMACOLOGY


MOLECULAR, CELLULAR, & DEVELOPMENTAL BIOLOGY

Begona de Velasco: (First author) “Embryonic development of the Drosophila corpus cardiacum, a neuroendocrine gland with similarity to the vertebrate pituitary, is controlled by sine oculis and glas.” Published in Developmental Biology, vol. 274(2), pp. 280-294, October, 2004.

MOLECULAR BIOLOGY

Yi Xing: (First author) “Negative selection pressure against premature protein truncation is reduced by alternative splicing and diplodism.” Published in Trends in Genetics, vol. 20/10, pp. 472-475, October, 2004.

MOLECULAR TOXICOLOGY


MUSIC

Adam M. Barber: (Composer) “Pele de Gallos (The Cock Fight).” Film Showtime Premiere, Nation Wide (USA) Oct. 6, 8 p.m. ET/PT, October, 2004.


NEAR EASTERN LANGUAGES & CULTURES


NEUROSCIENCE


PHYSICS & ASTRONOMY

Johan E. Gonzalez: (Co-author) “Pseudoprototropy Asymmetry and Centrality Dependence of Charged Hadron Spectra in d+Au Collisions at sqrt(s)_{NN} = 200 GeV.” Published in Physical Review C.


POLITICAL SCIENCE


PSYCHOLOGY


Hongjing Lu: (First author) “Learning motion discrimination with suppressed MT.” Published in *Vision Research*, vol. 44, pp. 1817-1825.


PUBLIC HEALTH


Jacqueline H. Tran: (Co-author) “GIS mapping to measure access to cancer control services for Asian Pacific Islander communities.” Published in *Ethnicity and Disease Journal*, Vol. 14, Number 3, Supplement.

SOCIAL WELFARE


SPANISH & PORTUGUESE


THEATER


CALL FOR PAPERS

Thinking Gender Conference

The UCLA Center for the Study of Women in conjunction with the USC Center for Feminist Research announce: “Thinking Gender” the fifteenth annual graduate student research conference highlighting feminist research by graduate students in the Humanities, Social Sciences, the Arts, Law, Social Welfare and Public Health.

Graduate students are invited to present their research on women and/or gender. Papers on women of color or queer issues and any exhibits utilizing the arts are especially welcome. Please submit—via regular post or email—an abstract and a CV (each 2 pages maximum) to the UCLA Center for the Study of Women (address below).

DEADLINE FOR SUBMISSIONS: December 5, 2004
CONFERENCE DATE: Friday March 4, 2005 at the UCLA Faculty Center
8:00 am - 5:00 pm

For further information, please contact: Regina Lark, Ph.D., Assistant Director UCLA Center for the Study of Women 801 Hilgard Avenue 2524 Hershey Hall, Los Angeles, CA 90095-1504 310.825.0590 women@women.ucla.edu www.women.ucla.edu
CONGRATULATIONS
2004-2005 Fellowship Recipients

DISSERTATION YEAR FELLOWSHIPS

Chancellorial Dissertation Fellows
Bandol, Justina
Ferl, Gregory, Biomedical Eng
Emon, Anver, History
Eisenberger, Naomi, Psychology
Ehrenfeucht, Renia, Urban Planning
Dunlop, Katherine, Philosophy
Denzer, Anthony, Arch & Urban Design
De Mel, Vasana, Ethnomusicology
Cook, David, Sociology
Cohen, Martin, Political Science
Coffman, Gretchen, Environ Health Sci
Chuang, Shih-Ching, Chem & Biochem
Chu, Fang, Computer Science
Chiao, Chi, Comm Health Sci
Chen, Chiling-Chi, Ethnomusicology
Chatterjee, Sandra, Sociology
Chen, Chiling-Chi, Ethnomusicology
Chiu, Fang, Sociology
Chuang, Shih-Ching, Computer Science
Coffman, Gretchen, Anthropology
Cohen, Amanda, World Arts & Cult
Cohen, Martin, Sociology
Cook, David, Biomedical Eng
De Mel, Vasana, Sociology
Denzer, Anthony, Urban Planning
Dunlop, Katherine, Psychology
Ehrentreuhtz, Renia, Psychology
Eisenberger, Naomi, History
Emo, Anver, Geography
Estl, Gregory, History
Frazier, Stefan, Chemistry
Frey, Karen, Economics
Garcia, Cynthia, Psychology
Garrigan, Patrick, Psychology
Gonzalez, Rita, Psychology
Gross, Elisha, Psychology
Haapanen, Minna, Psychology
Hawes, Rebecca, Psychology
Hsieh, Hsin-Ju, Psychology
Hu, He, Psychology
Humphrey, Armina, Psychology
Hwang, Hyun, Psychology
Iaryczower, Matias, Psychology
Ivanov, Vasilii, Psychology
Jackson, Eric, Psychology
Jiang, De-En, Psychology
Jones, Nancy, Psychology
Kemp, Joshua, Psychology
Kim, Danny, Psychology
Kim, Mary, Psychology
Klein, Silvius, Psychology
Klekovkina, Vera, Psychology
Kneip, James, Psychology
Lee, Kun-Chun, Psychology
Leeper, Rebecca, Psychology
Li, Xiaosheng, Psychology
Lillehaugen, Brook, Psychology
Lim, Soojung, Psychology
Lin, Ying, Psychology
Lockard, Jenny, Psychology
Lovey, Lee, Psychology
Mesa Higuera, Claudia, Psychology
Mikail, Prashant, Psychology
Mora, Margarete, Psychology
Moritz, Boris, Psychology
Moritz, Christian, Psychology
Narins, John, Psychology
Nakani, Kan, Psychology
Noah, Anna, Psychology
Paduan, Francesca, Psychology
Perez, Marisol, Psychology
Portnoi, Laura, Psychology
Portnoi, Laura, Psychology
Protice, Robert, Psychology
Rahman, Shohreh, Psychology
Ren, Rongrong, Psychology
Robinson, Alexander, Psychology
Rosenthal, Nicolas, Psychology
Sabin, Lisa, Psychology
Samareh, Behnam, Psychology
Schreiber, Michele, Psychology
Simon, Justin, Psychology
Smith, Lahra, Psychology
Smith, Marcus, Psychology
Song, Haiyun, Psychology
Stanfield-Mazzi, Maya, Psychology
Stell, Brandon, Psychology
Stelmach, Kathryn, Psychology
Stevenson, Judith, Psychology
Strong, Michael, Molecular Biology
Stuckey, George, Molecular Biology
Surak, Yu, Molecular Biology
Syverson, Nina, Molecular Biology
Tang, Paul, Molecular Biology
Taut, Sandy, Anthropology
Thompson, Christopher, Anthropology
Tignor, Kenneth, Anthropology
Tsai, Tzu, Anthropology
Tuzel, Sule, Anthropology
Uhlmann, Patrick, Anthropology
Veldwacht, Germina, Anthropology
Vicente-Martin, Carolyn, Anthropology
Vitalich, Kristin, Anthropology
Wang, Tao-Yi, Anthropology
Wen, Patrick, Anthropology
Wijaya Oei, Juliana, Anthropology
Williams Hyman, Erin, Anthropology
Wingard, Leslie, Anthropology
Woo, Timothy, Anthropology
Wu, Youcai, Anthropology
Yakim, Yossi, Anthropology
Yang, Pek Woon, Anthropology
Zarate, Maria, Anthropology
Zarras Parceco, Agustin, Anthropology
Zhang, Nan, Anthropology

Dissertation Year Fellowship
Ahmed, Patrice, Sociology
Alexakis, Giannis, Education
Alves, Leonardo, Biomedical Science
Arnold, Russell, Environ Health Sci
Bachell, Cosmos, Education
Bartel, Kate, Sociology
Bausch, Susan, Sociology
Beeseymer, Irene, Sociology
Ben, Alex, Sociology
Biswas, Kingshook, Mathematics
Bort, Eric, Sociology
Bozkurt, Odul, Sociology
Buchler, Jessica, Sociology
Campbell, Marne, Sociology
Capra, latina, Sociology
Castren, Lauren, Sociology
Chatterjee, Sandra, Sociology
Chen, Chiling-Chi, Sociology
Chiu, Yin, Sociology
Chiao, Chi, Sociology
Chu, Fang, Sociology
Chuang, Shih-Ching, Sociology
Coffman, Gretchen, Sociology
Cohen, Amanda, Sociology
Cohen, Martin, Sociology
Cook, David, Sociology
De Mel, Vasana, Sociology
Denzer, Anthony, Sociology
Dunlop, Katherine, Sociology
Ehrentreuhtz, Renia, Sociology
Eisenberger, Naomi, Sociology
Emo, Anver, Sociology
Estl, Gregory, Sociology
Frazier, Stefan, Sociology
Frey, Karen, Sociology
Garcia, Cynthia, Sociology
Garrigan, Patrick, Sociology
Gonzalez, Rita, Sociology
Gross, Elisha, Sociology
Haapanen, Minna, Sociology
Hawes, Rebecca, Sociology
Hsieh, Hsin-Ju, Sociology
Hu, He, Sociology
Humphrey, Armina, Sociology
Hwang, Hyun, Sociology
Iaryczower, Matias, Sociology
Ivanov, Vasilii, Sociology
Jackson, Eric, Sociology
Jiang, De-En, Sociology
Jones, Nancy, Sociology
Kemp, Joshua, Sociology
Kim, Danny, Sociology
Kim, Mary, Sociology
Klein, Silvius, Sociology
Klekovkina, Vera, Sociology
Kneip, James, Sociology
Lee, Kun-Chun, Sociology
Leeper, Rebecca, Sociology
Li, Xiaosheng, Sociology
Lillehaugen, Brook, Sociology
Lim, Soojung, Sociology
Lin, Ying, Sociology
Lockard, Jenny, Sociology
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Mesa Higuera, Claudia, Sociology
Mikail, Prashant, Sociology
Mora, Margarete, Sociology
Moritz, Boris, Sociology
Moritz, Christian, Sociology
Narins, John, Sociology
Nakani, Kan, Sociology
Noah, Anna, Sociology
Paduan, Francesca, Sociology
Perez, Marisol, Sociology
Portnoi, Laura, Sociology
Protice, Robert, Sociology
Rahman, Shohreh, Sociology
Ren, Rongrong, Sociology
Robinson, Alexander, Sociology
Rosenthal, Nicolas, Sociology
Sabin, Lisa, Sociology
Samareh, Behnam, Sociology
Schreiber, Michele, Sociology
Simon, Justin, Sociology
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Smith, Marcus, Sociology
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Stelmach, Kathryn, Sociology
Stevenson, Judith, Sociology
Strong, Michael, Sociology
Stuckey, George, Sociology
Surak, Yu, Sociology
Syverson, Nina, Sociology
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Taut, Sandy, Sociology
Thompson, Christopher, Sociology
Tignor, Kenneth, Sociology
Tsai, Tzu, Sociology
Tuzel, Sule, Sociology
Uhlmann, Patrick, Sociology
Veldwacht, Germina, Sociology
Vicente-Martin, Carolyn, Sociology
Vitalich, Kristin, Sociology
Wang, Tao-Yi, Sociology
Wen, Patrick, Sociology
Wijaya Oei, Juliana, Sociology
Williams Hyman, Erin, Sociology
Wingard, Leslie, Sociology
Woo, Timothy, Sociology
Wu, Youcai, Sociology
Yakim, Yossi, Sociology
Yang, Pek Woon, Sociology
Zarate, Maria, Sociology
Zarras Parceco, Agustin, Sociology
Zhang, Nan, Sociology

Distinguished TA
Frisica, Anthony, Ecology & Evol Bio
Sanson, David, Ecology & Evol Bio
Viskontas, Indre, Ecology & Evol Bio
Yi-Kang, Kelly Suk Yong, Ecology & Evol Bio

Fletcher Jones Dissertation
Fitzgerald, David, Sociology

UC Office of the President (UCOP) Dissertation
Bauman, Lara, Molecular Biology
Develascho, Bogena, Molecular Biology
Fujishige, Nancy, Molecular Biology
Hernandez, Joseph, Molecular Biology
Howe, Dawn, Molecular Biology
Ilagan, Romyla, Molecular Biology
Larison, Brenda, Molecular Biology
Mumuz, Michael, Molecular Biology
Santos, Alessandra, Molecular Biology
Wong, Jennifer, Molecular Biology
Woodward, Gora, Molecular Biology

EXTRAMURAL DISSENTATION FELLOWSHIPS

Fulbright-Hays Dissertation Research Abroad Fellowship
Blaydes, Lisa, Political Science
Sergeiff, Antanina
Summer
Soviet Lang & Lit

Cook, David
Sociology

Falchi, Francesca
Italian

Loyd, Heather
Anthropology

Polaniecka, Dana
History

Ranciere, Megan
Ethnomusicology

Ryan, Nora
Slavic Lang & Lit

Sarkissian, Ani
Political Science

Center for Near Eastern Studies
Alwishah, Ahmed
Near Eastern Lang & Cult
Awad, Awad
Near Eastern Lang & Cult
Bennett, David
Near Eastern Lang & Cult
Blaydes, Lisa
Political Science
Boyadijian, Tamar
Near Eastern Lang & Cult
Halverson, Leah
Political Science
Jameson, Seth
Comparative Literature
Kahf, Ammar
Islamic Studies
Kohan, Michael
Ethnomusicology
Lucas, Ann
Ethnomusicology
Mahmoud, Hisham
Islamic Studies
Mokhtarian, Jason
Near Eastern Lang & Cult
Nogueres, Narges
Islamic Studies
Pinho, Daniel
Near Eastern Lang & Cult
Rubin, Lawrence
Political Science
Sekandari, Parisa
Near Eastern Lang & Cult
Shamim, Minara
Islamic Studies
Winters, Joshua
Islamic Studies

UCLA Latin American Center
Castillo, Natasha
Latin American Stu
Cook, David A.
Sociology
Edwards, Magdalena
Comparative Literature
Farrell, John
History
Guzman, Jennifer
Applied Linguistics
Jansen, Robert
Sociology
Kellam, Marta
Political Science
Lundy, Susan
World Arts & Cultures
Miller, Arpi
Sociology
Stephens, Janet
Art History
Yarfitz, Miriam
History

Rose and Sam Gilbert
Ayers, Kristin
Biomathematics

Gold Shield Alumnae of UCLA
Anderson, Kabia
Afro American Stu
Furuto, Linda Hui Lin
Education
Ochoa, Vanessa
Education

Gordon Hein Memorial
Shinaberger, Christian
Epidemiology
Smith, Korina
Social Welfare

Graduate Research Mentorship Program
Afadanor, Angelea
Art History
Abernethy, Kenneth
Economics
Arreguin, Sandra
Sociology
Basarurin, Azzarina
Women's Studies
Beran, Tammy
Psychology
Betts, Melissa
History
Bingham, Mia, Consuelo
Social Welfare
Black, Steven
Anthropology
Blander, Joshua
Philosophy
Carrier, Eleanor
Anthropology
Chavira, Marcos
Computer Science
Choi, Jane
Asian Lang & Cultures
Chon, Doris
Art History
Coffey-Love, Melody
Nursing
Cole, Ahimbola Naomi
Ethnomusicology
Coto, Monica
Psychology
Cueva, Bert
Women's Studies

Graduate Summer Research Mentorship Program
Abdou, Cleopatra
Psychology
Almeling, Rene
Sociology
Arnah, Reoma
Education
Anderson, Jodi
Education
Arreguin, Sandra
Sociology
Beard, Jonathan
Music
Berry, Brandon
Sociology
Biederman, Mary
Art History
Blinde, Loren
Psychology
Breitborde, Nicholas
Anthropology
Brownning, Anjali
Film, TV & Dig Media
Carmen, Emily
Anthropology
Carter, Eleanor
History
Chavez, Miguel
Art History
Choi, Jane
East Asian Lang & Cult
Chon, Doris
Art History

Ethnomusicology

Sociology

Education

Sociology

Music

Sociology

History

Arts & Humanities

Sociology

Psychology

Anthropology

History

History

Sociology

Psychology

Anthropology

History

Sociology

History

Sociology

Politics

Germanic Languages

Anthropology

English

Comparative Literature

Philosophy
Pepper, Kylie
Persova, Katya
Pinto, Samantha
Powers, Mary
Rabb, Jaynie
Ray, Marcie
Reichl, Renee
Rezek, Joseph
Rodriguez, Victor
Russell, Emily
Samkian, Artineh
Saxbe, Darby
Schueler, David
Seligmann, Ari
Shaikh, Khanum
Silver, Sean
Smith, Jordan
Smith, Karina
Snyder, Jeffrey
Solari, Claudia
Stark, Trietia
Stein, Joshua
Tomiyama, Ayako
Tyler, Dennis
Viarres, Carrie
Viers, Carole
Villella, Peter
Ward, Walter
Washburn, Kathleen
Watford, Tara
Westmoreland, Jennifer
Williams, Jakobi
Worthington, G. Lola
Xiong, Yang
Yaritz, Miriam
Yuan, Anita
Zanfagna, Christina

Education
Linguistics
English
Theater
Folklore & Mythology
Musicology
Sociology
English
History
Education
Psychology
Linguistics
Arch & Urban Design
Women's Studies
English
Comparative Literature
Social Welfare
Sociology
Biology
Sociology
History
World Languages & Cultures
American Indian Studies
Comparative Literature
History
Classical Studies
History
English
Sociology
History
History
English
Comparative Literature
Psychology
Comparative Literature
History
History
Sociology
Sociology

Kasper & Siroon Hovannisian
Sarkissian, Ani

Political Science

Institute of American Studies

American Indian Studies Center

Predoctoral Fellowship

Worthington, G. Lola

World Arts & Cultures

Research Grants

Bennett, Cheryl Louise

American Indian Stu

Bunten, Alexis C.

Anthropology

Min, Brian

Political Science

Vaughn, Karalee M.

American Indian Stu

Wood, William

American Indian Stu/St/Law

Asian American Studies Center

Predoctoral / Graduate Fellowships

Greenberg, Linda

English

Yokota, Ryan

Asian American Stu

Research Grants

Burehman, Sathya

Ethnomusicology

Cheng, Huy C.

Asian American Stu

Cruz, Denise A.

English

Deo, Meera Elkmah

Sociology

Kaijikauren, Lawar Yakuio

Musicology

Lee, Jenny

Sociology

Nath, Anjali

Asian American Stu

Potel, Sejal Kiran

Asian American Stu

Tsai, Tzu-I

Comm Health Sci

Xiong, Yang Saso

Sociology

Yang, Joshua Shu

Comm Health Sci

Bunche Center for Afro American Studies

Predoctoral Fellowship

Campbell, Marne

History

Research Grants

Agamba, Joachim Jack

African Studies

Brown, Lauren

French & Franco Stu

Edmondson, Scott

World Arts & Cultures

Johnson, Brigitta J.

Ethnomusicology

Lake, Tara

Afro American Stu

Von Hofe, Erin

Afro American Stu

Dr. Ursula Mandel

Amdeling, Rence

Sociology

Funderburk, Brooke

Social Welfare

Kim, Mi Kyung

Anthropology

Wideman, Natalie

Ecology & Evol Bio

Mangasar M. Mangasarian

Abbamontian, Ramela

Art History

Keshbyshian, Lilit

Comparative Literature

Paulson Fund

Lejionhuval, Jenny

Political Science

Will Rogers Memorial

Bradly, Richard

Public Policy

Coffee, Candace

Common Health Sci

Jackie, Jennifer

American Indian Stu

Shinaberger, Christian

Epidemiology

Smith, Karina

Social Welfare

Charles F. Scott

Carr, Peter

Afro American Stu

Nau, Mohammed

Urban Planning

Memarzadeh, Mahan

History

North, Dustieann

Social Welfare

Werner R. Scott

Cody, Daniel

Management

Slavin, Sara

Urban Planning

Philip & Aida Siff

Espinoza, Marita

Urban Planning

Kellam, Marita

Political Science

King, Evan

Comm Health Sci

Wilson, Meredith

Film, TV, & Dig Media

Malcolm R. Stacey

Glickman, Michael

Electrical Engineering

Malkin, Moshe

Electrical Engineering

UCLA Faculty Women's Club

Edwards, Magdalena

Comparative Literature

Johnson, Ilana

Anthropology

Juillard, Genevieve

Public Policy

Monkonen, Paavo

Public Policy

Seeger, Hileia

Social Welfare

EXTRAMURAL FELLOWSHIPS

Ford Foundation Predoctoral Fellowship for Minorities

Mershon, Kileen

MMIG

Murillo, Dana

History

Tyler, Dennis

English

Fulbright Grant-Institute of International Education (IIE)

Farrell, John G

History, Argentina

Freedman, Adam

EEB (Bio), Cameroon

Hartel, Jennifer

Library Sci, Finland

Kim, Sophia

Asian Lang & Cult, Korea

Maniar, Rebeela

NR Eastern Lang & Cult, Jordan

Nam, Paul

Asian Lang & Cult, Japan

Nierenberg, Jessica

Urban Planning, Italy

Pangburn, Kris

History, Germany

Rogers, Amy

EEB (Bio), Ecuador

Schwartz, Jennifer

Pol Sci, Japan

Stein, Elisabeth

Pol Sci, Brazil & Chile

Stiegler, Ort

Urban Planning, Israel

Louis Stokes Alliance for Minority Participation (LSAMP)

Avendano, Jose

Mathematics

Cross, Kimberly M.

Chemical Engineering

Galvan, David A.

Earth & Space Sci

Heredia, Karina

Chemistry

Jimenez, Miguel

Chemistry

Montoya, Dennis J.

MIMG

Ossonite, Odi C.

Chem & Biochem

Palacios, Jose C.

Mech & Aero Eng

Young, Amber M.

Physics

Zamudio, Jesse

MIMG

NSF Summer Transition Program (STP)

Hamilton, Lucia "Lucy"

ACCESS

Mejia, Cesar N.

Chem & Biochem

Min, Andrew

Chem & Biochem

Mitchell, Tracy

ACCESS

Caevas Preza, Gloria

Chem & Biochem

Rodriguez, Juan I.

Chem & Biochem

Serbulea, Laura

Psychology

Jacob K. Javits Fellowship

Braun, Whitney

Comparative Literature

Pritzker, Sonja

Anthropology

Turner, Kelly

Psychology

National Science Foundation

Alvarado, Allison

EEB (Biolog)

Allen, Catherine

Electrical Engineering

De La Pena, Yvonne

Education

Eisenhower, Abbey

Psychology

Farha, Omar

Chem & Biochem

Giovanni, Melissa

Geology

Griffiths, Kirsten

Chem & Biochem

Howe, Nicolas

Geography

Johansen, Joshua

Neuroscience

Kong, Xiangming

Electrical Engineering

Leising, Kenneth

Psychology

Low, Cariisa

Psychology

Mathew, Sarah

Anthropology

Moya, Cristina

Psychology

Nishimura, Akane

EEB (Biolog)

Ohta, Aaron

Electrical Engineering

Packowski, Emilie

Education

Saxbe, Darby

Psychology

Shirachi, Lisa

Electrical Engineering

Tomiyama, Ayako

Psychology

Zori, Davide

Archaeology

WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION

Thomas R. Pickering Graduate Fellowship

Foreign Affairs Fellowship

Bermudez, Melissa

Public Policy

Orum, Tai

Latin Amer Stu

Mellon Fellowships in Humanistic Sciences

Howan, Benjamin

History

Sterling, Rebekah

Political Science
Excellence in graduate education depends upon outstanding performance at both the individual and the program level. Even if all the faculty are superb teachers, a student receives an excellent graduate education only when elected programs achieve excellence as such; this document will offer ideas for ways to promote program excellence. A more complete understanding of the learning process has superseded the traditional model of graduate education that sees no further than the individual apprenticeship. As its sine qua non, individual mentoring remains at the heart of imparting graduate knowledge and is most effective within the context of a holistic learning environment that trains in all realms of professional life.

The most important principle of an excellent program is to train students in all the skills needed for professional life. In recent decades, the expectations in teaching, practice, and service that new graduates face have escalated. Students can no longer achieve success by mastering research and technical skills in graduate school while waiting until they are on the job to learn the art of teaching, the ethics of practice, the responsibilities of service, and the navigating of professional organizations. These abilities must be built into the graduate school process in order to turn out prepared professionals.

1. **General issues: The program should provide the following:**
   - Resources necessary for smooth functioning and optimal interaction of students and faculty. This will ordinarily involve leadership, staff assistance, faculty graduate advisers, space, and student financial support.
   - Proactive recruiting of students in California, nationally and internationally.
   - Student funding that is adequate to allow candidates to advance to their degrees in a timely fashion.
   - Diversity of race, gender, social class, sexual orientation, and nationality amongst the faculty and student body.
   - A formal program for ensuring that faculty members are sensitive to student morale.
   - An actively engaged mentor with up-to-date knowledge about program requirements for all students.
   - Monitoring of student progress throughout their graduate careers, including dependable mechanisms to counsel them and prevent them from falling behind or becoming otherwise marginalized. Students need regular feedback about their performance in the program.
   - Communication regarding requirements for moving through the program, including expectations of performance and time to degree that are discussed fully and frequently.
   - A placement strategy that is proactive, providing useful information on the placement process and assisting students in preparing placement materials. Before job interviews, students should be briefed and given the opportunity to practice mock interviews.

2. **Research: All programs should provide the following:**
   - Courses in basic and advanced methods appropriate to the discipline.
   - Opportunities for students to acquire research skills in a broad range of methods.
   - Opportunities for doing research as early as possible in the graduate career.
   - A balance of breadth and depth of specialized learning, so that students can master the foundations of their discipline as well as have access to specialization as early as feasible.
   - Specializations only on those topics that have sufficient faculty, regularly taught courses, and a solid placement record.
   - Capable faculty, especially those of stellar reputations, who...
are available to students for courses and mentorship.

- Regular and thorough evaluations of all faculty members’ classroom teaching and mentorship practices. Such evaluation should be part of the faculty member’s personal record and a factor in promotion and advancement.
- Encouragement for students to adopt their own research agendas, according to the standards of the discipline or profession, without allowing individual faculty members to divert graduate student efforts towards faculty research projects.
- Encouragement and resources for clusters of faculty and students to form scholarly communities.
- Information for students about how to find extramural funding. The program should encourage them to do so and should assist in the application process. In some disciplines, it is appropriate to have courses in grant writing.
- Fostering and funds for students to present or publish papers as early as feasible in the graduate process.
- Encouragement of a balance between healthy competition and collegial cooperation among students through both formal and informal means.
- Education of students in the ethical issues faced by scholars and practitioners in the discipline.
- Adequate office space, laboratory equipment, and other necessary physical contexts for graduate work.
- Allocation of all resources, including fellowships, internships, assistantships, office space, and mentorships, purely based on merit.

3. Teaching: All programs that prepare students for positions that will require teaching should address the following:

- Students should be trained in the arts of teaching with as much seriousness as for research.
- Training, mentoring, and experience should instill both the foundations of pedagogy and learning with the practical activities of teaching. This should include classroom skills, grading principles, effective assignments, and sensitivity to race, gender, and class differences.
- There should be practical and symbolic parity between students preparing for teaching careers and those preparing for purely research careers. This should be encouraged through both formal and informal mechanisms.
- Assignments for teaching assistantships must balance the department’s needs to staff their courses with students’ needs for pedagogical training.
- Students planning academic careers should be given opportunities to teach their own course, insofar as it is consistent with timely completion of their degree and the department’s teaching needs. Departments offering graduate programs only should actively work to identify teaching opportunities for students who would not, under university regulations, be permitted to teach within their own programs.
- Students in professional doctorate and master’s programs require preparation for the increasingly important instructional roles in their fields and in the community outside of formal academic settings.
- Students should be made aware of the need and mechanisms for staying current with the latest developments in their fields.
- All faculty should be active in creating an environment that represents the highest ethical standards.

4. Education for professional practice: All programs offering professional master’s and doctoral degrees should provide the following:

- Accreditation by appropriate certifying bodies.
- A balance between instruction in the theoretical and the applied aspects of the field.
- All courses that are required for certification in a student’s area of specialization.
- Adequate resources to ensure that required clinical, field or internship opportunities are available.
- Frequent and clear communication between program and field or internship sponsors.
- Clear expectations of what students need to accomplish in their clinical, field, internship or practice teaching settings.
- Adequate mentoring by practitioners in the field.
- Recognition of the key roles played by clinical and professional faculty and supervisors in professional education and mechanisms to ensure their effective integration with the graduate program.
- Opportunities for regular and effective communication between clinical or professional preceptors and academic program faculty.
- Adequate mentoring by practitioners in the field.
- Adequate laboratory equipment, internships, service learning opportunities, and other necessary physical contexts for professional work.
- Recognition of the key roles played by clinical and professional faculty and supervisors in professional education and mechanisms to ensure their effective integration with the graduate program.
- Intellectual forums for the exchange of current and emerging ideas and debate on issues of concern to the field.
- Formal and informal knowledge about how the department, university, and profession operate. This should be accessible to all students in order to minimize the advantages that those with privileged social backgrounds have over those of modest experience.
- Opportunities for student participation in all program governance to the extent that it is appropriate.
- Resources for students to attend and present at professional meetings, along with providing adequate information about how to benefit from attendance.
Claudia Mitchell-Kernan, Vice Chancellor of Graduate Studies and Dean of the Graduate Division, has been honored with this year's University Service Award, the most prestigious of the annual awards presented by the UCLA Alumni Association. Staff members, colleagues, and people across campus who have benefited from her support and her dedication to the advancement of graduate education joined family and friends in celebrating her achievements.

An anthropologist whose work on speech patterns of African Americans is still well cited, Dr. Mitchell-Kernan often uses the anthropologist’s toolkit of strategies in her leadership roles. She served a six-year term on the National Science Board, was chair of the Board of Directors of the Graduate Record Examination, and holds or has held positions on many organizations that sponsor research and community service. A former Director of the Center for Afro-American Studies, Dr. Mitchell-Kernan continues to be an advocate of the ethnic studies centers, which are part of her vice chancellor's portfolio. Like previous recipients, she has enhanced the reputation of UCLA, making significant contributions to its depth and substance.

Among the others honored at a ceremony May 22 were two graduate students. Mark Shomer, who graduated in June with a joint MD and PhD, has done pioneering research on ways to repair damage to the retina and to improve vision after blinding diseases; he also worked as a volunteer tutor for students with learning disabilities. Ieronymos-Jerome Zoidakis, whose doctoral research involved enzyme mechanisms and metabolic disease, was an outstanding teaching assistant in chemistry who organized a workshop to prepare international graduate students without prior experience for teaching roles.