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Dear Graduate Student,

I would like to bring your attention to an issue that requires the active participation of graduate students, takes very little of your time, and is of critical importance to the quality of graduate education at UCLA. Periodically you all receive surveys asking for your input; please understand that when your input is requested, that input is without question an invaluable part of the project. We do not survey our graduate students casually or unnecessarily.

One example is the recent survey sent electronically by the Graduate Division to about 9,000 UCLA graduate students and administered by the Higher Education Data Sharing (HEDS) consortium. The queries about graduate student experiences sought to define issues primarily related to student welfare. The same survey was offered at a number of graduate schools across the United States, allowing for comparison of our students’ responses with those from similar institutions. Once compiled, the data is to be used to improve graduate student life in a number of categories at UCLA. We were particularly interested in response to the query about what specific professional development workshops students would be interested in attending. Results of the survey will help ensure that such workshops can be created and offered in the future. While the data will be compiled for use and results will appear in a future issue of this newsletter, I am just a little disappointed that only about 1500 UCLA students responded to this survey.

Another example is the doctoral exit survey the Graduate Division has administered to all doctoral recipients at the time they file their dissertation since Winter 1994. This survey was created in an effort to document, understand, and improve the experiences of doctoral students at UCLA. The results of this survey are invaluable to us because they provide information on specific issues not available in any other campus database. This information has been used repeatedly as the raw material and impetus for improvements in graduate programs and in the distribution of resources. This is every student’s opportunity to voice satisfaction and/or dissatisfaction with various aspects of their graduate experience both within the department and at this university.

My third example is the survey sent to students as part of the periodic academic review process for degree programs. Called Program Review, this process serves as an important institutional basis for providing an informed overview of the strengths, problems, and needs of academic units. The reviews are administered by the Graduate Council and include extensive self-evaluation by the program being reviewed, an internal review team of UCLA faculty, and an external review team of faculty from other universities. It is intended that graduate students be meaningfully involved in the program review process. To ensure student involvement, a three-page survey is mailed to the home address of all current graduate students in the program. Student response rates to this survey have been problematic. In general only 10-25 percent of these surveys are returned and, therefore, concern has been raised as to the validity and usefulness of the resulting data.

Please understand the importance of these surveys. They will lead to evaluation and implementation of programs and initiatives in both academic and social aspects of student life at UCLA. I hope all graduate students will recognize that their input is unique and invaluable. We need graduate students’ input to enhance graduate education and direct our attention to those problems that exist. When you are invited to participate in a survey on graduate education, please make time for the 15-20 minutes it takes to make use of an opportunity to impact something so very important to all of us: quality of graduate education. This is your chance to be heard.

Sincerely,

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

“Despite a decade of attention, the mismatch between the purpose of doctoral education, aspirations of the students, and the realities of their careers—within and outside academia—continues. Doctoral students persist in pursuing careers as faculty members, and graduate programs persist in preparing them for careers at research universities, despite the well-publicized paucity of academic jobs and efforts to diversify the options available for doctorate-holders. The result: Students are not well prepared to assume the faculty positions that are available, nor do they have a clear concept of their suitability for work outside of research.”

Chris M. Golde and Timothy M. Dore [2001]

UCLA’s Graduate Student Association strives to improve student life

It’s called GradBar. On a dozen weekday nights over the past year, hundreds of graduate students have gathered in Kerckhoff Hall to have a drink, listen to music, chat—and even dance—with their peers. They come from all disciplines.

“We have students who show up in scrubs from the medical center and students who come in suits from the law and business schools,” says Graduate Students Association President Charles Harless.

Although the occasion is purely social, more practical issues may come up in conversation. “Students learn they have more similarities across disciplines than they may have thought,” Charles says. “My hope is that students will find they’re not alone and they don’t have to struggle through graduate studies by themselves.”

GradBar was born when last year’s GSA president, Martin Griffen, was enjoying dinner with members after a meeting of the GSA Forum and decided “it would be nice if we could do this on a grander scale.” No longer an ad hoc event, it’s the responsibility of Shane Smith, the GSA’s director of graduate interaction.

Although GradBar is probably the most visible accomplishment of GSA in the past year, it is not the only one. Last spring, GSA held its annual election online for the first time—and for the first time in 12 years, more than 10 percent of graduate students participated in the election. Because a 10 percent turnout is required to amend the GSA constitution, this was the first time in 12 years that such changes could be made: to raise the membership fee to $7 per quarter and to give the American Indian Graduate Students Association voting privileges in the GSA Forum.

Hoping voter turnout will continue to grow, GSA has been making a big effort to “get the word out about who we are,” says Charles. The goal is “to get students interested, active, and involved” at various levels.

First, each academic department has a GSA representative. These delegates meet in the 11 Councils of the association, divided according to schools (for example, Public Health) or disciplinary groupings (for example, social sciences). The Councils receive funds from membership fees, which they can use themselves or pass along to member departments, where they are spent on everything from social events and speakers to refrigerators for the graduate student lounge. In the various schools, administrators may also approach the GSA Councils for input on student issues.

Depending on the number of graduate students they represent, the Councils send from one to three delegates to the GSA Forum, a legislative body that meets two or three times a quarter to discuss issues of concern to graduate students.

This year, one project has been drafting a Graduate Student Bill of Rights. “We’re not adding rights,” says Charles. “We’re just taking the rights that are mentioned in various administrative handbooks and spelling them out in one place, making them more straightforward.”

The Graduate Division and the Graduate Council of the Faculty Senate are being asked to participate in the process and approve the document, so it will have considerable weight.

GSA is also active on behalf of graduate students by reminding various campus units providing student services that “they need to consider us as a unique population,” Charles says.

Besides filling positions on its own staff, GSA appoints approximately 70 graduate...
Did you know?

The first president of the Graduate Student Association was James Ellis Lu Valle—that’s right, the well known alumnae who received his BA from UCLA in 1936 and eventually gave his name to the North Campus commons area. Dr. Lu Valle was a chemistry and physics scholar and a track champion who won a bronze medal in the '36 Olympics in Berlin.

Founded in 1936, the GSA adopted its current constitution and organizational structure in the late 1940s.

GSA Announcements, Melnitz Movies, and GradBar Events.

GSA has 6 constitutionally defined Student Interest Groups (SIG). The GSA Central Office works with the SIGs to improve graduate life at UCLA by working within student interests. As of Fall 2001, the SIGs are as follows:

◆ American Indian Graduate Students Assn.
◆ Black Graduate Students Assn.
◆ University Apartments South Residents Assn.
◆ Raza Graduate Students Assn.
◆ Asian Pacific Islander Graduate Students Assn.
◆ International Graduate Students Assn.

To learn more about your GSA, visit the website at gsa.asucla.ucla.edu.

PfF: Improving our approach to teaching the teachers

The focus of graduate education is on research: although the specific process differs from discipline to discipline, all graduate students are expected to master the core knowledge of their subject area and to make a unique contribution to furthering that knowledge base.

Then, new PhDs in hand, many apply for jobs as faculty at colleges and universities. Unless they work at a research university like UCLA, they often find that research places second or even third among the job’s demands—after teaching and sometimes also after service to the academic community.

They have the degree they need to obtain jobs in postsecondary education, but often have little relevant experience and few skills to use in their new workplaces.

Acknowledging this pattern, the Association of American Colleges and Universities and the Council of Graduate Schools established the Preparing Future Faculty (PFF) program in 1993, with support from The Pew Charitable Trusts. PFF aims to help doctoral students learn about the teaching and service demands of academic careers through classroom programs, teaching opportunities, and formalized mentoring. Students have opportunities to compare faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies, and different expectations for faculty.

In its first phase, PFF provided grants of about $1 million to 17 research universities, asking them to develop more effective ways to prepare graduate students to be professors. Beginning in 1997, these new programs were implemented in clusters that linked 15 doctoral-granting universities with 93 partner institutions—non-research universities, private colleges, and...
community colleges. Members of the cluster work together to prepare PhD students for academic careers. There is no typical program. Universities might offer courses on college teaching and learning or forums on faculty careers, while partner institutions might assign teaching mentors or provide supervised teaching opportunities.

In 1998, as a third phase of the PFF initiative, the National Science Foundation funded a Council of Graduate School proposal to have professional organizations like the American Chemical Society channel funds to mathematics and science departments for the establishment of discipline-specific faculty preparation programs. This is the program in which UCLA participates.

When the American Chemical Society invited UCLA to apply for funding to support a PFF program in the Chemistry Department in 1998, the proposal was easy to prepare, thanks to Professor Arlene Russell. As senior lecturer in Chemistry with advanced degrees in both chemistry and education, Professor Russell had been committed to the same goals as those supported by the PFF program for many years.

The point where she began to put those goals into practice began a few years earlier when a graduate student who was invited to describe her teaching philosophy on a job application had asked Professor Russell what that term meant. “I was quite comfortable with what a teaching philosophy was, and I talked to her about it,” Professor Russell says. With Chemistry Department support, she then started a seminar to help other students with issues involving teaching careers. For the next couple of years, three or four graduate students attended each quarter.

With a little tweaking, the curriculum for these seminars was well-suited to the PFF goals, and a proposal was submitted. UCLA received a three-year funding award to participate.

At the PFF seminars, Professor Russell introduces participants to issues such as student assessment, syllabus writing, current learning theories, and the university service requirements that are part of most faculty jobs. In a second PFF-sponsored seminar this winter, participants heard from a range of professors and administrators at local colleges—from Pomona College and Cal State Fullerton to Pierce Community College—about issues of recruitment and hiring at various kinds of institutions.

Since the PFF grant was awarded to Chemistry, Professor Russell’s seminar has been announced more widely, and more interest has been expressed—from graduate students in other sciences and even from postdoctoral fellows preparing for the job search. Last fall, about 40 students came to the first two-hour class session—more than half of them from programs outside of Chemistry, including the group of programs organized under the ACCESS umbrella. “It made me realize how desperately needed this information is,” Professor Russell says.

Teaching philosophy

There is only one common requirement in Professor Arlene Russell’s seminars: Everyone has to write a teaching philosophy. In this one-page statement, participants are asked to explain what they believe are the roles of the instructor, the student, and the institution in the enterprise of teaching and learning. Parenthetically, Professor Russell points out to students that “this is hard.” She also notes, “You will revise it every time you apply for a job, but you’ve got a start.”

Many job applications require candidates to submit a teaching philosophy, and writing one is a useful job-hunting strategy in another respect. As Professor Russell explains, “You shouldn’t apply for a job that doesn’t match your philosophy.”

To see some sample teaching philosophies, search the Web for teaching + philosophy + chemistry. Philosophies posted by individuals will show up among the results.

Measure of success

Besides its growing attendance, the PFF program has another quantitative measure of its success. “All of these graduates are getting good jobs,” Professor Russell says, sometimes “multiple job offers” at different levels of the academic world. “We’re sending a lot of people to community colleges,” she says. “I’ve even had a couple students who went into high school teaching.”

To learn more about the national program, visit the Preparing Future Faculty website, www.preparing-faculty.org/PFFWeb.Contents.htm. The program is also described in the book titled Building the Faculty We Need: Colleges and Universities Working Together, by Jerry G. Gaff, Anne S. Pruitt-Logan, Richard A. Weibl, and participants in the Preparing Future Faculty program, published by the Association of American Colleges & Universities in 2000.

Eleanor D. Siebert, professor of chemistry and chair of the Department of Physical Sciences and Mathematics at Mount St. Mary’s, is an enthusiastic supporter of the effort to introduce UCLA graduate students to the job requirements and advantages of different kinds of schools.

“At an institution like ours, faculty are expected to hit the floor running when they go into the classroom, so they have to come with fundamental teaching skills and a concern for teaching and learning,” she says. “That has to be obvious from the start.”

Although liberal arts colleges may not be known as the venue for a lot of cutting edge research in the sciences, they offer other advantages. “You really see the power of what an individual faculty member can do at an institution this size,” Professor Siebert says.

Mount St. Mary’s, along with California State University-Fullerton and Mount San Antonio College, are UCLA’s partners in the Preparing Future Faculty program. Representatives of the partner schools speak at on-campus seminars.
What do graduate students say about the PfF program?

In a national survey, almost 80 percent of student participants in the Preparing Future Faculty program found it very or moderately useful in their job hunt, and about 83% said it had not increased their time to degree. Interest in different kinds of institutions had been stimulated: 71 percent and 68 percent, respectively, found liberal arts or comprehensive colleges attractive workplaces, compared to 52 percent for research universities.¹

At UCLA, no formal survey has been made of the nearly 100 graduate students and postdoctoral fellows who have participated in Professor Arlene Russell’s PfF seminars or her more informal program that preceded them. In interviews conducted by Graduate Quarterly, participants reported a range of different uses for the information and skills they acquired as a result. Teaching theory and job-hunting tips are major points of interest. For some, the program is preparation for a career already selected; others find it helpful in reaching those decisions. For at least one, it has provided connections that may lead to a job.

Ian Ball, who earned his chemistry PhD at UCLA in 1998, was an early participant. Intrigued by the different modes in which people learn—by writing information down, by seeing it on a blackboard, and by hearing it—he nevertheless took an industry job. He had always thought he would teach later, but that change “came earlier than I thought it would.”

Now an instructor at UC San Diego, Professor Ball says “I’m actually pretty happy, and I’ll try to stick around for a while.”

Jerome Zoidakis, a current graduate student in biochemistry, says the seminar “brought up a lot of interesting points about the organizational aspects of faculty work,” which gave new significance to his involvement in the Graduate Student Association.

Andreas Baur, an international postdoctoral fellow at UCLA when he took the seminar, “learned a great deal about the American system of higher education and its differences from the German system. It helped me later when I tried to make a decision concerning where I would teach.”

He decided to stay in the United States and to teach at the college level—in the Chemistry Department at Fairmont State College in West Virginia.

James Rudd knew he wanted to teach when he went to graduate school (at Iowa State). He’s taking the PfF seminar at UCLA as a postdoctoral fellow working on Professor Russell’s science education research. Laboratory work “is fun—like a crossword puzzle or a mental game—but it’s not something my heart yearns for,” he says. Teaching meets that standard. As a result of the seminar, he’s focusing on the state college level, applying for positions at several Cal State campuses and a state college in Colorado. He’s interested in “not just lecturing or teaching but helping students to use research as a vehicle for learning.”

And for postdoctoral scholar Tonia Symensma, participation led to a part-time job and a long-term career possibility, both at the Preparing Future Faculty program’s partner school, Mount St. Mary’s College in Los Angeles.

Right now, it’s Tonia’s job to teach physics and chemistry to freshman nursing students at Mount St. Mary’s, 11 young women who have utterly charmed their instructor. “The first day, they were all there early, all sitting in the first three rows,” Tonia says. “I’m having a wonderful experience teaching this class.”

Tonia also has submitted her application for a full-time appointment. Mount St. Mary’s reminds Tonia of her own undergraduate school, North Central College, a small private liberal arts college in Naperville, Illinois. “My goal is to teach, advise and inspire undergraduates as they train for their future careers and become active members of their communities” she says. “I consider it an honor to be with students at this crucial point in their lives.”

In the PfF program, Tonia found validation of her own conclusion: “Research is not the only way to go. Being an educator is a powerful way to directly impact individual lives and the world.”

¹ Building the Faculty We Need: Colleges and Universities Working Together, by Jerry G. Gaff, Anne S. Pruitt-Logan, Richard A. Weibl, and participants in the Preparing Future Faculty program, published by the Association of American Colleges & Universities, 2000.
David Dunlop

David Dunlop’s dissertation explores why some college students with learning disabilities participate in programs designed to help them—and others do not. “A large number of students don’t take advantage of services available to them,” David says. “My study examines why this occurs.”

To his work he brings personal experience and passionate commitment. David was in elementary school when he was diagnosed with a learning disability caused by a visual-motor processing dysfunction. “All kinds of things were hard for me—especially reading and writing,” he recalls. “People thought I was a lot smarter than my work indicated.” In sixth grade, he grew increasingly interested in school thanks to the assistance of a teacher at Mission Park Elementary School in Salinas. “She taught me how to study more effectively and provided constant encouragement. I ended up using my time more efficiently and the joys of learning started to outweigh the frustrations.”

The next time he experienced the value of support services was when he arrived at UCLA to pursue a Bachelor’s degree in English. He anticipated that the coping strategies he had developed over the years wouldn’t work as well in this new environment. The Office for Students with Disabilities (OSD) had welcomed him soon after he was accepted by UCLA, he says, so “I felt comfortable contacting them during my first quarter. I wanted to start off right, and felt confident that they could help me do that.”

David credits the OSD with helping him graduate from UCLA in four years, while working to pay for his own education. As an English major, he inevitably had heavy reading loads, even after deliberate balancing of reading-intensive courses. The OSD’s Harriet Tannenbaum recorded numerous readings onto cassette tapes so he could cover the material without the burden of visual processing difficulties. These visual processing difficulties also made it difficult for him to take notes. Note-taking services from the OSD helped him better follow along in class and understand course content.

David also developed other coping strategies. He searched out professors who provided outlines for their classes because this was a valuable aid. He also read some required books before each quarter started and watched films of Shakespearean plays prior to reading them.

As his skills grew stronger, his relationship with the OSD changed. By the time he was a senior, David was mentoring first-year and transfer students with learning disabilities, and he continued with that role after graduation. Eventually, he became an administrative assistant with a variety of payroll and personnel responsibilities in addition to his mentoring tasks.

Kathy Molini, director of the OSD, says David stood out from the beginning because “he was totally committed to doing anything and everything he could to give himself a positive experience.” Besides his intimate understanding of students’ concerns, David brings to those he counsels a great smile, a good sense of humor, and a sensitivity about “when and how to point out to someone that they need to pick up the ball” and take responsibility for their success, Kathy says.

Working at the OSD, David wanted to understand more about learning disabilities and their treatment. UCLA’s Graduate School of Education and Information Studies was a natural place to turn. There he met Professor Robert Hodapp.

“It took me a while to truly appreciate David and how he is able to overcome his learning disabilities,” Professor Hodapp says. “In short, David needs to listen, take notes, and repeat—slowly and in his own words—what was just stated. This style slows the pace of meetings and does take some getting used to.”

“The payoffs, however, are considerable. Once having understood for himself what he is to do or to learn, David then goes away, types up his notes, works incredibly hard, and always returns a week or so later having done the assignment or learned the necessary information.”

“Having come to appreciate David’s style of interaction,” Professor Hodapp concludes, “I now see him as an incredibly intelligent, hard-working, rewarding student to mentor.”

Professor Hodapp and other GSEIS faculty introduced David to the theory and research strategies he could use to understand and enhance the learning experiences of other students with learning disabilities. During his graduate career, David has managed to interweave his work as a researcher with practice-related jobs.

For example, while he was doing the fieldwork for his Master’s thesis at nearby Santa Monica College, he met Ann Maddox, coordinator of the college’s Learning Disability Program. She encouraged him to apply for a position as an Instructional Assistant. He has been working there since 1998, conducting learning disability assessments and providing tutorial support to students in composition and reading. At the same time, he’s been a Counseling Assistant at UCLA College of Letters and Science. Here, he counsels first and second year undergraduates on academic program planning. In addition, he helps students enrolled in the Diversified Liberal Arts Program, a program designed for students who intend to pursue careers as elementary school teachers.

While working at SMC, David collected data for both his Master’s thesis and dissertation. David’s Master’s thesis looked at the motivational differences between students with and without learning disabilities. He concluded that an important factor was learned helplessness—the perception that outcomes occur independently of actions. In this case, students with learning disabilities perceived that their academic failures occurred regardless of any effort to do well. “In this case, students with learning disabilities perceived that their academic failures occurred regardless of any effort to do well, so they often stopped trying in school and gave up on learning strategies and support services.” For his dissertation, he’s zeroing in on why some students with learning disabilities use services and others do not.
Kathryn Howard started her academic career with an interest in political power, so how did she end up doing research in a small village outside Chiang Mai, Thailand, where running water and electricity are recent arrivals and the residents make a marginal living by selling mushrooms and bamboo shoots they gather from the nearby forest?

The first fork in the road came at Pitzer College, where Kathy had enrolled as a political science major, inspired by her mother’s dedication to political and social causes. As Kathy learned how political power is constructed in our society, she became disillusioned. “I started seeing politicians as self-interested people who were trying to get ahead for themselves,” she says. “I knew that was not what I wanted to be.”

Then, she took a class at Pitzer on language and culture, in which Professor Alessandro Duranti “showed us how language in everyday settings is a way of constructing power in our society from the bottom up.” Kathy was dazzled. “I knew immediately that this is what I wanted to study,” she says. “Here was a way of studying power relationships in our society in a way that could possibly help change the way power is constructed.”

In many ways, Kathryn Howard and Leslie Moore are natural competitors. Graduate students in applied linguistics, both are looking at how children in distant countries are socialized in multilingual environments. Both spent the academic year 2000-2001 abroad doing their dissertation fieldwork—half a world apart. Prestigious funding agencies appear on both CVs: the Ford Foundation, the National Science Foundation, Fulbright, and the Spencer Foundation.

Yet, at a more profound level, they are collaborators. They worked as a team writing applications for grants and fellowships. Now, they’re meeting regularly as they work to complete their dissertations in 2002-2003. Talking about the grant process, Kathy says, “Leslie has been a great source of motivation for me, always building my confidence when it was low, and encouraging me to move beyond the disappointments that early rejections brought.” Leslie adds, “I pulled Kathy when she was slipping, and she pulled me when I was... She’s going to be competition for me, of course, but I think it’s important to get over that and treat people as collaborators.”

Leslie and Kathy owe that attitude, at least in part, to their dissertation adviser, Professor Elinor Ochs, who has built a body of research centered on collaboration. Over the last decade, Professor Ochs has examined how children are socialized into collaborative decision making around the dinner table and how the UCLA Physics Department uses collaboration as the touchstone of its scholarly life.

The lessons she’s learned have ready...
Leslie Moore, graduate student in applied linguistics, spent last year keeping an eye on a bunch of first graders in the provincial capital of Maroua in Cameroon. No ordinary tots were these. At home, they learned folktales in their native Fulfulde. At Koranic school, they learned to recite the Koran in Arabic. Finally, at the public school, they studied dialogues (“Bonjour Monsieur, je m’appelle Abéna. Bonjour Abéna!”) to learn French.

“Leslie’s study will be the first to document African children’s socialization into and acquisition of multiple languages,” says Professor Elinor Ochs, her dissertation chair, “illuminating the strategies used to help children become competent communicators in radically different educational settings.” Professor Ochs is one of the “founding mothers” of language socialization theory, Leslie says, which was “the lens that I needed for my research. . . . The questions it poses, and the methods it uses, helped me answer the questions I had.”

To gather information, Leslie visited the seven children she had selected at home and followed them to Koranic school and public school, often with a video camera recording their participation in routine, language-centered activities. The focus of second language education in the first years of learning “is on pronouncing things correctly,” she says. “Comprehension is not the issue.” Despite similarities across the two types of schools, she found that “even little kids” understand that reciting the Koran as it was revealed to the Prophet is a very different endeavor from performing everyday speech acts in French.

In all three settings, “memorization is a big deal,” Leslie says. There is a long local tradition of using memorization to pass along information, she explains: “You store knowledge in your brain rather than books.” Leslie was surprised to find that “these kids like memorizing—they are comfortable doing it and often have fun with it.”

And they are also comfortable switching from language to language during the course of their day. Leslie first observed this phenomenon when she was a Peace Corps volunteer working on a project to eradicate Guinea Worm in Cameroon. “By chance, I’d been sent to one of the most densely multilingual places in Africa,” she says. “Seeing so many people who knew five or six languages—and that was totally normal—that was the seed for me. I wondered how they did that so easily.” In the region where Leslie worked, children learned two or three Central Chadic languages, as well as Fulfulde for purposes of trade, Arabic for religious practice, and French for dealings with government agencies.

Leslie’s experience in Cameroon brought together three long-time interests: education, language—in her family, “you can’t have a dinner conversation without a dictionary being brought to the table”—and Africa. As an undergraduate at UC Santa Cruz, Leslie wanted to study in a French-speaking country that wasn’t France and landed in Togo. Taking classes at the University of Benin, Leslie enjoyed applications in her work with students. Professor Ochs takes a “hands-on apprenticeship approach to teaching,” she says, a learn-by-collaborating system. “As opposed to standing up and talking about something, this strategy is having students do it with me.” What they do involves everything from fieldwork, both in Los Angeles and overseas, to writing dissertations, grant proposals, and letters of application for jobs.

Kathy says Professor Ochs “has an amazing ability to express her interests in ways that are understandable to a broader research community and to show how what she’s doing is important and fundable.” Obviously, what the professor knows is rubbing off. Some of this happens in the classroom, where Professor Ochs often teaches “the baby steps of proposal writing.” Much of it occurs in meetings with teams of graduate students like the one she encouraged Kathy and Leslie to create.

Now Professor Ochs is taking collaboration to another level. Recently, she received an Alfred P. Sloan Foundation grant to create a Center on the Everyday Lives of Families at UCLA. While the Anthropology Department was displaced for earthquake retrofitting, Professor Ochs helped design an architectural space for the new center, taking the model from her collaborative friends in physics.

The tiny individual offices that are typical of humanities departments are fine for “a lone researcher working at a computer,” she says. Instead, the new center has a set of offices surrounding a “series of collaborative spaces,” to foster interaction among the eight faculty members, six graduate students, three postdoctoral scholars, and “bevy of undergraduate students” who work there. Collaboration has always been her strategy, Professor Ochs says, “but the new project is my biggest effort. It’s collaboration on a scale that’s very challenging.”

As for her students, Leslie and Kathy, Professor Ochs couldn’t be prouder. “They’ve gone out and done this very courageous kind of data collection,” she says. “To break open the field and merge applied linguistics with anthropology and ethnographic fieldwork, that’s what makes them soar.”
Kathryn Howard, Continued from page 8

whose research included ethnographic studies of language socialization.

The two subjects are intertwined in Kathy’s dissertation project. During a year of fieldwork in Thailand, Kathy closely observed how four children in her target village “moved from their home environment, where they speak a regional language called Kam Muang, to school, where they’re required to learn the related national language called Thai.”

Beyond choosing the correct words in one language, they also have to know when to speak a different language entirely. The school context is also new. “It introduces them to an unfamiliar set of people, such as teachers, principals, and government office...
Jay Friedman

INDO-EUROPEAN STUDIES

Jay Friedman was 12 or 13 when he says his future career “foisted itself upon me.” At Crossroads Middle School in Santa Monica, the curriculum required two years of Latin. “I hated it for a long time,” he says, “in large part because I sucked at it.” But this animosity later “blossomed into love” during his junior year of high-school when “one random day, for some unknown reason, I just got it. That day changed my life; for the first time I had a real passion towards something.”

At Vassar, Jay added other languages to his repertoire, but not French or Spanish: rather, Greek and Sanskrit. “They told me that Greek was twice as hard as Latin, and Sanskrit ten times as hard as Greek. Naturally, I had to check them out; especially Sanskrit.” His senior year, shortly before applying to Harvard’s graduate program in Sanskrit, he was shown a brochure about the Indo-European Studies program at UCLA by one of his professors. “The opportunity to study Old Irish, Classical Armenian, Old Saxon and other such languages was too much for me to resist.” He was soon on his way back to Southern California.

Perhaps the primary—but certainly not the only—goal of Indo-European Studies is the recovery and illumination of Proto-Indo-European, a language spoken some 7,000 years ago on the steppes of the Black Sea. Though Proto-Indo-European itself is not directly attested, its phonology, morphology and lexicon are all largely recoverable through the study and comparison of its “daughter” languages. These languages not only include Sanskrit, Greek and Latin, but also more familiar modern languages like Welsh, Lithuanian and Russian. Graduate students in the Indo-European Studies Program are required to study a minimum of four archaic Indo-European languages, with research generally revolving around various problems connected with the reconstruction of Proto-Indo-European and the subsequent development of its various offshoots.

Jay has spent the latter half of his graduate studies focusing on three language families in particular: Anatolian, which dates to 1700 B.C. and was originally used in the parts of Asia that are now Turkey and Indo-Iranian, to which nearly all of today’s modern Indian and Iranian languages can be traced, and Tocharian, a deceased branch attested only in sixth to eighth century (A.D.) Buddhist documents uncovered in the Chinese province of Xinjiang.

His dissertation titled “Studies in Anatolian Historical Morphology” will detail a good number of “little things” he worked out during his stay at UCLA, such as the derivational mechanisms which led to the creation of Hittite harsar “head”, the transformational processes by which certain types of Indo-European root-aorists became Anatolian bi-verbs, and the apophonic patterning of the Indo-European endlingless locative. “The little things always pave the way for the big things," he says. “The big answers are hard to come by; careful, diligent work gets us there in the end. I’m just one more cog in a great historical machine.”

But no ordinary cog, according to his adviser, Professor Brent Vine. “Certain things set Jay apart from most students. For one thing, he can usually spot the weak points in a theory or an argument right away, and since he has an extremely supple and original mind, this often leads him to work out novel and ingenious solutions to problems.”

Jay has also contributed to the Indo-European Studies program by managing the Reading Room, sometimes without compensation. In the process, he’s “amassed a vast knowledge of the bibliographic resources in the field,” Professor Vine says, sharing his knowledge in informal seminars with other graduate students, “who benefit immensely from this contact and attention.” Jay has also “reigned as tyrant” over the Humanities Council, part of the Graduate Students Association, for at least three years.

With his dissertation nearly complete, Jay will soon be looking to take his credentials into an academic workplace, a task made difficult by the fact that only one or two jobs may be open at a given time. “There will probably be some lean years until things play out,” he acknowledges, “but if I work at it, the opportunity will come eventually.” In addition to investigating Linguistics and Classics departments, he’ll also be seeking employment in programs devoted to the study of South Asia or the Near East. Although he hopes to work one day at a research university that supports the study of Indo-European related disciplines directly, he acknowledges he’ll likely begin his first teaching appointment at a small college without such concerns.

“I would prefer teaching what I do,” Jay says, “but it’s not tremendously important right now. What is important is graduating and earning a living.” That and enjoying what he does. “My Dad always told me to do what you like, and the rest will go from there.”

Professor Vine says. Also, “Jay is not daunted by the fact that some of the best minds in the field over the past century may have come up with a solution that is now widely accepted. If that solution is problematic, Jay will happily throw it out and replace it with something better.”

Jay Friedman
Professor, Classics and Chair, Indo-European Studies Program
David Meier

PHYSICS AND ASTRONOMY

Using what he calls “radio eyes,” David Meier has drawn chemical maps of the great clouds of gas that drift through five galaxies far from our own Milky Way, hoping to explain what causes large bursts of star-making activity. These maps are part of his UCLA dissertation.

Astronomers agree that molecular hydrogen is the fuel for star building, but unfortunately, hydrogen “is invisible in the cold environment of space,” David says. Instead, he looked at other “tracer” molecules that tend to appear with hydrogen: carbon monoxide, hydrogen cyanide, ammonia, and methyl alcohol.

These chemical molecules have spectral fingerprints that can be recognized at great distances using radio eyes: arrays of dishes that receive radio emissions from distant places and the technology that turns those emissions into data and images. “I think of myself as a chemist,” says David. “The only thing is my test tube is 10 million light years away.”

David found three items of interest. First, the molecular gases in these five galaxies were different—denser and warmer—than the gases in the Milky Way. “Star bursts occur only in the densest gas,” David says. “You need to pile a lot of gas into a very small space to get these dramatic events.” He speculates that the structure of the galaxies may contribute to the locations of dense gas, with the compression occurring when two gas clouds collide.

Second, David examined a variety of tracer molecules, not just the carbon monoxide that most scientists had studied previously. His calculations indicate that much less hydrogen is required to produce star making than previous research suggested. And finally, he found “the first clear evidence that the chemistry of these gas clouds varies dramatically—and varies with the amount of star formation,” he says.

While he was preparing his dissertation at UCLA, David’s radio eyes were the Owens Valley array, which is particularly good at seeing “faint things that are small.” Now, as a postdoctoral fellow at the University of Illinois, Urbana-Champaign, he’s looking through another set of eyes, the BIMA (Berkeley-Illinois-Maryland-Association) array, which is designed to see “brighter objects that are more widespread.”

Plans are afoot to combine the two arrays: “They’re going to become one set of eyes,” David says, “and I could be a part of that combination.” Meantime, he has an opportunity to extend his study of molecular gases to other galaxies better seen through BIMA’s eyes. He’ll also be working with BIMA’s Illinois director, Dr. Lewis Snyder, who is looking for prebiotic molecules in interstellar space. One of his research questions: Were the constituent molecules that make up human bodies created in space and brought here, perhaps by comets?

Nowadays, David is looking through technologically advanced eyes—that weren’t available even 10 years ago. But he saw his first galaxy, Andromeda, with six-year-old human eyes, lying in the backyard of his San Marino home with his parents and siblings and looking up at the night sky—a family event that happened a couple of times a month, “probably because they knew I enjoyed it.”

Although he was young, David had already decided he wanted to be an astronomer. Through grade school and high school, he settled for amateur status: “I had my little telescope and I’d go out to the desert and look around; I read books.” By the time he left high school, he knew that he could do the math and science required of a professional astronomer.

David chose Cal State Los Angeles for his undergraduate career, majoring in physics. “It was affordable, and we were not a particularly rich family,” he says. Also, he “wanted to go to a place that would have an excellent teaching environment.”

In sophomore year, when he was tempted by a scholarship to transfer to USC, Cal State’s Associate Professor of Physics Milan B. Mijic persuaded him to stay. “He took me under his wing and helped me to learn the field,” David says. He also provided a role model for David’s chosen career: to be a good astronomy teacher.

When David was ready for graduate studies, Professor Mijic helped him decide where to go. By then, that first vision of Andromeda had blossomed into a scholarly fascination: “These galaxies were so beautiful—they looked like big old whirlpools. I wanted to learn how they evolved through the history of the universe.”

David had often dreamed of going to UCLA, and it turned out UCLA was a great place to study galaxies. He ended up working with Jean Turner, Professor of Physics and Astronomy and one of the world’s experts on the far-away galaxies David has studied. “She treated me like a colleague, rather than a student, from the moment I started working with her,” David says. “While giving me valuable insights, she let me pick what I wanted to do. As a result, I was able, even as a graduate student, to feel like I was doing independent research of my own that had direct impact on the astronomical world. I wasn’t just part of some big project.”

Professor Turner also persuaded him to delay taking a teaching job—that’s still his goal—to do a postdoctoral fellowship. Following the completion of his dissertation in February, he immediately began his postdoctoral fellowship. The University of Illinois has “given me a chance to extend this work into a subfield, astrochemistry of external galaxies, something that has largely never been done,” he says. “So I’m going to run with the opportunity and see what comes of it.”
David Simonowitz

ISLAMIC STUDIES

As an undergraduate in Spanish literature at UC San Diego, David Simonowitz spent two years in Spain, where he became familiar with Arabic calligraphy and the architecture of mosques and palaces. Later, at the University of Reims in France, he encountered students from the Arab world. At some point, learning the language he’d seen written on Granada’s walls and occasionally heard spoken in Reims “grew from an interest to an urgent need, like a flywheel building up to speed.”

UCLA’s interdisciplinary program in Islamic Studies has permitted David to explore all these interests—in architecture, Islam, and language. His dissertation, “The Constructed Community: Architecture and Authority in Two Muslim Societies,” braids those strands together. David examines how two modern Shi’ite Muslim minorities in Europe and North America, “are attempting to refine communal identities through architecture.” Although it uses an architectural focus, the study is “as much concerned with the place of immigrants in the West and the place of minority expressions of Islam within the larger community of Muslims.”

His adviser, Professor Irene Bierman, says David brings to his subject “a nuanced understanding of society and practice gained through the study of texts in Arabic and Persian, as well as a familiar-
Two students are standing beside each other at a white board. One, a design student, has just drawn a color wheel; the other, from molecular biology and immunology, is sketching the mechanism for DNA replication. As they work, they’re explaining their disciplines to each other. This is not a serendipitous encounter. The students are helping each other with midterm projects for a class titled, “Genetics and Culture: From Molecular Music to Transgenic Art.”

“My students have the most amazing dialogue,” says Ruth West, a graduate student in Design/Media Arts who designed the course and presented it through the Collegium of University Teaching Fellows. Still more amazing is the fact that this encounter—although it was an actual exchange between two real people—has been taking place metaphorically in Ruth’s consciousness for most of her life.

From childhood, Ruth remembers being fascinated with “the shape of natural living things. I could sit and stare at trees for hours,” she says. “I would look at the tiny, tiny details, and I was fascinated by natural structures.” In fact, she didn’t just sit and stare. She made drawings and paintings to depict what she saw on whatever was at hand—from palm fronds and soda bottles to the back of her bedroom door.

For many years, her interests in art and science occupied adjacent rooms in her life. In high school, she took chemistry and worked in theater production. In college she studied microbiology but spent hours on the required drawings of what she saw through the microscope: “For me, they were works of art.”

If her choice had been completely independent, Ruth might have pursued an art career from the start. However, “life takes you different ways,” she says, “and my family’s values were heavily weighted toward medicine.” Ruth built a career in health care from the start. However, “life takes me different ways,” she says, “and my career from the start. However, “life takes me different ways,” she says, “and my life different ways,” she says, “and my family’s values were heavily weighted toward medicine.”

Ruth quit her day job and signed up for a course in graphic design at UCLA Extension. Her instructor, Adriana Bratu, had just received her MFA in Design | Media Arts and encouraged Ruth to consider following that road herself.

Ruth’s application combined her paintings with scholarly articles about DNA sequences and chromosome maps. When she was accepted, “I was literally jumping up and down,” she says. The faculty, she found, were “amazing in the scope of their interests and talent and the dedication they have to graduate students.” Moreover, they were willing to take a risk: “They saw that I could pull science and art together and go forward at UCLA.”

She had a lot to learn. “I could make transgenic animals,” she says, “but I had no pedigree history in the arts.” One reason she chose a science career was her sense that she could contribute to society that way; now she is hoping “to find out how to contribute through making art.” In particular, she wants to work at the intersection of science and art.”

Standing precisely at that intersection is the undergraduate seminar in genetics and culture she developed, the curriculum evolving quite naturally from her combined interests. “I felt that the greatest gift to me from my education was the desire to ask questions,” she says. “I wanted my class to be an environment where people could develop their curiosity.”

Indeed, their curiosity takes them beyond the realms of art and science into the social and political implications of discoveries in genetics. Eighteen students—about two thirds from the life sciences and the rest from arts and architecture—took the course this winter, producing art works for their final project.

They were asked to substitute media elements for the genomic bases, ATGC (for example, one student substituted the letters LIFE). Then, they re-created a genomic sequence with the substitutions, and in a final step, devised their own mutation. Works range from sculptural pieces to wall hangings and online art, embracing everything from colored lights and dice to Chinese calligraphy and the Arabic word for God. To see the outcomes of their work, go to the “Genetics and Culture” section of www.viewingspace.com.

“I had no idea how exciting it would be to create a context for these ideas and then watch people take it further than I could have ever imagined,” Ruth said, referring to the student projects that were inspired by the class.

Now she has turned her attention to her own final research project, which will include both a conventional thesis and an artwork, also combining science with art. One of Ruth’s recombinant painting pieces is composed of moveable parts, something like a jigsaw puzzle except there’s no one solution. Viewers can reassemble the art work from time to time, in the same way that DNA is recombined. Another work, “Stars” uses an electronic sensor array to turn star maps of early women astronomers birth and death dates into music. The astronomical data plays as a 12-inch LP on a turntable as an interactive sound sculpture. In this way, “the music mediates the relationship between the data and the history of its production.” You can view “Stars” at www.viewingspace.com/ucla_mfa/project_index.htm.

When her MFA is in hand, Ruth hopes to find a PhD program where she can continue her quest to become an artist researcher. Ruth believes she’s “getting closer to being able to ask the right questions. I can’t wait to see what happens in five years.”

A few facts about the CUTF

The Collegium of University Teaching Fellows (CUTF) was started in 1993 to provide new learning opportunities for graduate teaching fellows and undergraduate students. Graduate students who have advanced to candidacy (or who are in the final year of the MFA program) submit proposals for seminars to the CUTF faculty advisory committee.

Besides the opportunity to teach at this advanced level, graduate students attend a fall seminar on teaching. Graduate students present collegium seminars in winter and spring quarters. For more information on the collegium, including instructions on how to apply, please visit www.oid.ucla.edu/Cutf.

Feature articles and student profiles written by Jacqueline Tasch
APPLIED LINGUISTICS AND TESL


accomplishments

COMPARATIVE LITERATURE

EARTH AND SPACE SCIENCES


EAST ASIAN LANGUAGES AND CULTURES


ELECTRICAL ENGINEERING


Graduate students serve the community

Art History students ‘adopt’ local museum

Art History graduate students Jean Murachanian, Ramela Grigorian, and Jennie Wehmer have co-curated the first-ever student art exhibition at the Ararat-Eskijian Museum, the only Armenian museum and research center on the West Coast. Jean, Ramela and Jennie chose to “adopt” the museum simply to apply their knowledge of museum studies to support this budding museum, while making a difference in their community. They say they hope that their volunteer work will inspire others to use what they’ve learned at UCLA to serve the community.

They hope that their volunteer work will inspire others to use what they’ve learned at UCLA to serve the community.

Angeles area. These young students have given special thought to their cultural history and its significance in their own lives and use their artwork as one way to explore their cultural identity as Armenians and Americans. Jean describes the museum as an “intimate—almost sacred—place nestled on a hillside in the northern San Fernando Valley, adjacent to the well-known Ararat Home of Los Angeles.” Ramela describes the discovery of this museum as “unexpected and unplanned. As graduate students studying art history and museum studies, we are driven with a passion to integrate our Armenian identity and culture into our studies and we’re constantly looking for new venues.” Jennie says, “Because the museum is young and budding with possibilities, it needs the support of the community to nurture its growth and development. Recognizing this need, we’ve become members of the museum board, hoping to foster greater awareness of this hidden treasure waiting to be discovered.”
ENGLISH


LaTonya R. Miles: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.


ENVIROMENTAL SCIENCE AND ENGINEERING

EPIDEMIOLOGY


ETNOMUSICOLOGY


FRENCH AND FRANCOPHONE STUDIES


GEOGRAPHY


GERMANIC LANGUAGES
Jasmin Harvey: Awarded Summer 2001 travel grant from the ISOP to conduct research in the Netherlands.

Jonathan Jones: (Co-author) “Student Per-

Christina Yamazaki: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

HUMAN GENETICS

INDO-EUROPEAN STUDIES

INFORMATION STUDIES


LATIN AMERICAN STUDIES

LINGUISTICS


Sahyang Kim: (Co-author) "An intonational study of focus and word order variation in Mexican Spanish." Presented at the conference titled Tone: Phonetic and phonological dimensions, El Colegio de Mexico, Mexico City, March 2002.

MANAGEMENT

MOLECULAR, CELL AND DEVELOPMENTAL BIOLOGY

MOLECULAR AND MEDICAL PHARMACOLOGY

Shahriar Yaghoubi: (Co-author) "Imaging Transgene Expression in Living Subjects Using Postion Emission Tomography." Presented at the AAAS meeting, Boston, Ma., Feb. 15, 2002.

MUSICOLGY


Cecilia Sun: "Performing History: Playing In C. As If ..." Presented at the American Musicological Society’s Pacific Southwest Chapter, UCLA, Feb. 16, 2002.


NEAR EASTERN LANGUAGES AND CULTURES


NEUROSCIENCE
Tavis Allison: "In the Court of Father Christ- mas." Short story accepted by Isaac Asimov’s Science Fiction Magazine, forthcoming.


NURSING


Dorothy Tullman: [1] "An intervention to re- move delay in older adults with early symptoms

PHILOSOPHY
Margaret Boehner: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

SOCIAL WELFARE


SOCIOLOGY
Robert Gedeon: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

STATISTICS

URBAN PLANNING


WORLD ARTS AND CULTURES
To find information on the many opportunities for foreign research, visit the Special Fellowships office (1252 Murphy Hall) and the Expo Center (201 Strathmore Bldg).

Multi-Discipline and Non Country-Specific Fellowships

Fulbright-Hayes Dissertation Research Abroad Program (DOE): Doctoral dissertation research support for six to twelve months. Open to proposals in the social sciences, arts, and humanities. Must be a US citizen or permanent resident, planning a teaching career at a US college, advanced to doctoral candidacy at time of tenure, and have language skills necessary to carry out language research.

Contact: Sally Evans, 1252 Murphy Hall, 310-825-3953

Fulbright Graduate Study Abroad (IIE): Study or research in any field. Tuition, round-trip transportation, and living expenses for one academic year study in the country and university of applicant’s choice. Must be US citizens, hold a bachelor’s degree, or in the creative/performing arts, 4 years of professional study and/or experience.

Contact: Telisa D. Boston, 1252 Murphy Hall, 310-206-8743

Fulbright Scholars Program (U S Information Agency): Monthly stipends between $1,700-$3,500, maintenance allowance, and travel expenses for research or lecturing abroad. Must be US citizens, hold a PhD or equivalent professional/terminal degree at time of application, and have proficiency in language of host country.

Contact: Ann Kerr, ISOP, 10270 Bunche Hall, 310-825-2009

Henry Luce Scholars Program: Provides professional apprenticeships to the Far East under the guidance of leading Asians. It is experiential rather than academic in nature. Students in all fields except Asian affairs are eligible, must be US citizens, and not more than 29 years of age at time of tenure.

Contact: Sally Evans, 1252 Murphy Hall, 310-825-3953

National Science Foundation (NSF) Grants for Improving Doctoral Dissertation Research: Provides up to 24 months of support for dissertation field research in any country. Open to proposals in the behavioral sciences, social sciences, and selected areas in the biological sciences. No citizenship requirements. At the NSF website, search for “dissertation.”

Website: www.nsf.gov

Rotary Foundation Ambassadorial Scholarships: Provides nine months of funding for study abroad in countries where Rotary Clubs exist. Open to all fields of study. Foreign nationals can apply through Rotary Clubs in their home countries. Must be over 18 and know the language of the host country.

Contact: Dario Bravo, the Expo Center, 201 Strathmore Bldg, 310-825-0831

Social Science Research Council (SSRC) International Dissertation Field Research Fellowships: For doctoral dissertation research in the social sciences and humanities and are tenable in all areas of the world. Must be advanced to doctoral candidacy at time of tenure. No citizenship restrictions.

Website: www.ssrc.org/fellowships/

UCLA International Studies and Overseas Program (ISOP)

ISOP Fieldwork Fellowships: Long-term (6-12 months) and short-term (up to 3 months) awards of up to $10,000 are available for PhD students who have completed all graduate coursework and who are researching topics related to one or more areas of ISOP focus: Africa, Latin-America, the Near East, Europe and Russia, Asia and the Pacific Rim, and International Relations students in the social sciences, humanities, and professional schools.

Contact: German Esparza, 11222 Bunche Hall, 310-825-9399

Interdisciplinary Program for Students of Developing Areas Small Grants: Small grants available for language training, travel to area studies conferences, and travel for the purpose of exploratory fieldwork.

Contact: German Esparza, 11222 Bunche Hall, 310-825-9399

Sources

For more information on these and other fellowships (including those restricted to women and minority applicants), please see the following sources (all available at 1252 Murphy Hall):

- Graduate and Postdoctoral Extramural Support (GRAPES): www.gdnet.ucla.edu/grpinst.htm
- Community of Science (COS), Sponsored Programs Information Network (SPIN), and Illinois Researcher Information (IRIS): www.research.ucla.edu/sr2/fundopp.htm

Fulbright travel grant workshops offered in Spring and Summer

Fulbright grants are important sources of funding for foreign research travel. Two Fulbright programs are available to UCLA students—one for all graduate students and graduating college seniors, administered by the Institute of International Education (IIE), and one for doctoral candidates’ dissertation research, administered by the U.S. Department of Education (USEd).

These programs will be described in detail at workshops during spring and summer 2002. If you are interested in applying to either program we strongly encourage you to attend a workshop.

Each workshop will provide information on successful approaches and application procedures:

- UCLA graduate students who are veteran Fulbrighters will give their perspectives on how to develop a winning proposal.
- Faculty members will provide feedback on important factors in assessing applicants.
- Graduate Division staff members will discuss the application process.

Fulbright 2002 Workshop Schedule

- Wednesday, June 5, 3:30-5:00 pm
- Thursday, June 6, 10:00-11:30 am*
- Wednesday, June 12, 5:00-6:30 pm
- Thursday, July 18, 2:30-4:00 pm
- Wednesday, August 28, 2:00-5:00 pm**
- Monday, Sept. 16, 11 am-12:30 pm

All workshops are held in 6275 Bunche Hall.

* Covers the USEd dissertation grant only (Fulbright-Hayes).
** This workshop will be conducted by the Institute of International Education at the Faculty Center.
### Fellowships Restricted by Country or Discipline

<table>
<thead>
<tr>
<th>Fields of Study</th>
<th>Country</th>
<th>Fellowship</th>
<th>Financial Data</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>All fields*</td>
<td>Germany</td>
<td>German Academic Exchange Service</td>
<td>$1,700 DM/month, health ins., travel</td>
<td>10 months</td>
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<tr>
<td>All fields</td>
<td>Great Britain</td>
<td>Marshall Scholarships</td>
<td>Tuition, stipend, travel expenses</td>
<td>2 years</td>
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<tr>
<td>All fields</td>
<td>Israel</td>
<td>Lady Davis Fellowship</td>
<td>Tuition, stipend, travel expenses</td>
<td>1-2 years</td>
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<tr>
<td>All fields</td>
<td>Japan</td>
<td>Monbusho Scholarship</td>
<td>Tuition, stipend, travel expenses</td>
<td>Up to 2 years</td>
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<tr>
<td>Asian Studies; Humanities and Social Sciences</td>
<td>China</td>
<td>National Program for Advanced Study and Research in China</td>
<td>Tuition, stipend, travel, health insurance, maintenance, dependents</td>
<td>2-12 months</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Applicant's Choice</td>
<td>American Astronomical Society Travel Grants</td>
<td>Round trip, tourist-class airfare</td>
<td>Variable</td>
</tr>
<tr>
<td>Biological, Physical, Veterinary, Agricultural Sciences</td>
<td>Kenya</td>
<td>International Center of Insect Physiology &amp; Ecology Research Associateships</td>
<td>10,330 Kenyan shillings per month</td>
<td>Up to mos. per year; up to 4 years</td>
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<tr>
<td>Biology</td>
<td>Arctic Regions Scholarship</td>
<td>Jennifer Robinson Memorial</td>
<td>$5,000 stipend</td>
<td>Variable</td>
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<tr>
<td>Byzantine Studies (history, literature, arts, languages)</td>
<td>Applicant's Choice</td>
<td>Bliss Prize Fellowship in Byzantine Studies</td>
<td>$33,000/year + $5,000 travel expenses</td>
<td>2 yrs study in US; summer abroad</td>
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<tr>
<td>Humanities &amp; Social Sciences</td>
<td>France</td>
<td>Chateaubriand Scholarship for the Humanities</td>
<td>9,000 francs, health insurance, travel</td>
<td>9 months</td>
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<tr>
<td>Egyptian Studies</td>
<td>Egypt</td>
<td>American Research in Egypt Fellowships</td>
<td>$1,150-3,325/month; round-trip air travel</td>
<td>3-12 months</td>
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<tr>
<td>Family Planning</td>
<td>New Zealand</td>
<td>New Zealand Family Planning Assn. Alice Bush Scholarship</td>
<td>$NZ5,000/year</td>
<td>Up to 3 years</td>
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<tr>
<td>Mexico Related Studies*</td>
<td>Mexico</td>
<td>UC Mexus</td>
<td>Up to $12,000</td>
<td>Up to 2 years</td>
</tr>
<tr>
<td>Modern Germany &amp; European Studies</td>
<td>Germany</td>
<td>Berlin Program for Advanced German &amp; European Studies</td>
<td>$20,000/year</td>
<td>9-24 months</td>
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<tr>
<td>Research on Pakistan (Social Sciences and Humanities)</td>
<td>Pakistan</td>
<td>American Institute of Pakistan Studies Fellowship</td>
<td>Round-trip air travel, maintenance, research materials, &amp; dependents</td>
<td>2-9 months</td>
</tr>
<tr>
<td>Tropical Rainforest Research</td>
<td>Brazil</td>
<td>Biological Dynamics of Forest Fragment Project Research Grant</td>
<td>Variable; average in 1995 $12,000 stipend</td>
<td>Variable</td>
</tr>
<tr>
<td>Visual Art, Music, Creative Writing</td>
<td>France</td>
<td>American Center in Paris Residencies</td>
<td>1,430 Francs/month</td>
<td>3-12 months</td>
</tr>
</tbody>
</table>

* Requires Graduate Division nomination. Please contact Telisa Boston, Special Fellowships, 1252 Murphy Hall 310-206-8743

The deadline for the IIE Fulbright is October 2, 2002 and the deadline for the USEd Fulbright is October 9, 2002. The Fulbright application process is detailed and now is the time to begin working on your materials. As an example of the preeminence of Fulbright programs, more than 4,000 students apply each year for the IIE program alone to do research or attend universities in 124 countries for an academic year. For 2003-2004, there will be approximately 970 IIE awards. Final selections are announced by the end of June.
The fourth reception and awards ceremony to recognize the significant contributions of UCLA’s nearly 1100 postdoctoral scholars was held at UCLA Faculty Center on March 20, 2002.

Vice Chancellor and Dean Claudia Mitchell-Kernan emphasized that the Postdoctoral Fellows Reception is intended to honor the contributions of all postdoctoral fellows at UCLA, as well as celebrate the recipients of the annual prize. All postdoctoral fellows at UCLA make important contributions to the interrelated missions of research, teaching and public service.

“Of all your contributions, the most important from my perspective as Vice Chancellor of Graduate Studies is your role in the University’s educational enterprise, providing direction and mentorship to graduate students and undergraduates, both in the classroom and in the laboratory,” Dean Mitchell-Kernan said.

Other speakers included Paul D. Boyer, 1997 Nobel Laureate in Chemistry; Louis Ignarro, 1998 Nobel Laureate in Medicine; Brian P. Copenhaver, Provost, College of Letters and Science; Vijay Dhir, Interim Dean, The Henry Samueli School of Engineering and Applied Science; Roberto Peccei, Vice Chancellor for Research; Leonard Rome, on behalf of the Provost, Medical Sciences and Dean, School of Medicine; Gerald Levy; and Robin Fisher, Professor, Psychiatry and Associate Dean, Graduate Division.

Professor Boyer outlined the four skills for a postdoctoral fellow’s success; be reasonably competent, be interested, be lucky, and be optimistic because “it just might work out.”

Professor Ignarro told the group that the postdoctoral fellowship is the “single most important step in a career. It bridges the gap between earning your PhD and earning your living.”

Six postdoctoral fellows were selected from the 22 entries to receive the award, a prize that is accompanied by a $3,000 cash prize. A selection committee composed of faculty and academic administrators evaluated such factors as creativity, productivity, and impact on the field of research. Following are this year’s six recipients.

**Hooman Allaye, Human Genetics**

Hooman Allayee, Ph.D., is a fellow in the Department of Human Genetics at the UCLA School of Medicine, where he is engaged in research designed to identify and isolate genes involved in diabetes and heart disease. His work is supported by a grant from the National Institutes of Health. His previous research resulted in identification of chromosomal regions that contribute to elevated lipid levels as well as elevated blood pressure. More recently, he has linked mutations in the family of hepatocyte nuclear factor genes to a rare form of type II diabetes. In addition to his studies with families, Dr. Allayee’s research at present also focuses on identifying the underlying genes in various metabolic and neurologic traits in mice. His undergraduate and graduate degrees were both received at UCLA, where he has also made substantial contributions as a teacher. In June 2000, he was nominated as a finalist for the Young Investigator’s Award at the XIIth International Symposium on Atherosclerosis.

**Benille Priyanka Emmanuel, Art History**

Benille Priyanka Emmanuel, PhD, is a Fellow in the Department of Art History, using art rather than language to interpret the extensive Indus Valley writing system. Indus Valley script, part of one of the world’s earliest urban civilizations, has stymied scholars attempting to decipher it with the tools of linguistics; Dr. Emmanuel is the first to interpret the signs and symbols as images. His research on writing systems and epigraphy is also applied to inscriptions in Sri Lanka, where he has done fieldwork with support last year from a UCLA Ahmanson Field Research Grant. Dr. Emmanuel has an undergraduate degree from the University of Colombo and...
master's degrees from the University of Kelaniya and UCLA, which also awarded his PhD. His dissertation research on Buddhist inscriptions allowed him to rethink the early history of Buddhism in Sri Lanka.

**Robert O. Kurzban, Anthropology**

Robert O. Kurzban, PhD, is a fellow in the Department of Anthropology, where he is making significant contributions to the field of evolutionary psychology, combining insights from several related fields. His research challenging the assumption that people automatically note and remember the race of those they encounter drew considerable attention both in the field and in the mainstream press. He also has looked at social exclusion from the standpoint of adaptive problems, discovering patterns that were previously unrecognized. Dr. Kurzban has been invited to present his work at national and international conferences, and he was a fellow at the Summer Institute on Bounded Rationality in Psychology and Economics, Max Planck Institute for Human Development. He has an undergraduate degree in psychology from Cornell University and graduate degrees from UC Santa Barbara.

**Ignacio B. Martini, Chemistry**

Ignacio B. Martini, PhD, is a fellow in the Department of Chemistry, where he has contributed to the research both conceptually and methodologically. His most notable effort involves the study of the simplest possible electron transfer, from a single sodium ion to a nearby solvent cavity. He modified the laser system to study this reaction and devised an experiment that lets researchers control how the electron is detached from the sodium by using a sequence of three femtosecond laser pulses. Besides being widely published, Dr. Martini is also a leader and role model for graduate students, both mentoring and helping to resolve conflicts. He holds an undergraduate degree in chemical sciences from the University of Buenos Aires and a PhD in physical chemistry from the University of Notre Dame, where he won the Rohm and Haas Outstanding Graduate Student Award.

**Matthew J. Mason, Physiological Science**

Matthew J. Mason, PhD, was a fellow in the Department of Physiological Science, developing a surgical approach to the middle ear of the bullfrog and carrying out one of the most careful and complete studies of this organ. He used laser interferometry to investigate the function of the middle ear apparatus. His findings, which included sexual differences in middle ear function, together with newly-proposed role for several structures, will have implications for the study of ears in all vertebrates. He has undergraduate and graduate degrees from the University of Cambridge, England, and he is currently a college lecturer and fellow in general physiology at St. Catharine’s College, Cambridge. A keen natural historian with interests in hiking, botany and ornithology, Dr. Mason also has a black belt in freestyle karate.

**Lisa V. Smith, Epidemiology**

Lisa V. Smith, DrPH, is a fellow in the School of Public Health and a community-based epidemiologist, carrying her research expertise back to community clinics as a research analyst on the HIV Rapid Testing Project for Los Angeles County. Her work, supported by a UC President’s Fellowship, includes designing and implementing surveys, conducting educational sessions, and collaborating with clinic staff to prepare funding proposals. She also has created a system of data management and taught the staff how to use it. Dr. Smith is the first member of her family to obtain a doctoral degree, which was awarded at UCLA. She has been active in outreach to the community on behalf of the School of Public Health, and she is among its most popular instructors. Dr. Smith earned her bachelor’s degree at Loyola Marymount University and a master’s degree in biology at California State University, Los Angeles.

“**You get out of your postdoctoral fellowship exactly what you put into it.**”

*Louis Ignarro* 1998 Nobel Laureate in Medicine

From left are Vijan Dhir, Interim Dean, The Henry Samueli School of Engineering and Applied Science; Claudia Mitchell-Kernan, Vice Chancellor Graduate Studies and Dean, Graduate Division; Leonard Rome, On Behalf of the Provost, Medical Sciences and Dean, School of Medicine; Louis Ignarro, 1998 Nobel Laureate in Chemistry; Paul D. Boyer, 1997 Nobel Laureate in Chemistry; and Roberto Peccei, Vice Chancellor for Research.

Music Department students are members of the Gluck Fellows Performance Program: Rebecca Kappen, Er-Gene Kahng, Yoon-Kung Nam, and Thomas Lea.
A few facts about UCLA postdoctoral scholars

**Degrees held by UCLA postdocs**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>876</td>
<td>81.9</td>
</tr>
<tr>
<td>MD</td>
<td>176</td>
<td>16.5</td>
</tr>
<tr>
<td>DDS</td>
<td>7</td>
<td>0.7</td>
</tr>
<tr>
<td>PsyD</td>
<td>7</td>
<td>0.7</td>
</tr>
<tr>
<td>DrPh</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>EdD</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1069</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**How many?**

There are 1069 postdoctoral scholars** for the 2001-2002 academic year.

**How does the University of California describe the postdoctoral experience?**

The University of California regards the postdoctoral experience as one that emphasizes scholarship and continued academic training for individuals who have recently completed a doctoral degree. The postdoctoral appointment is a temporary one designed to conduct research under the general oversight of a mentor in preparation for a permanent position in academe, industry, government, or the nonprofit sector. For many doctorates, especially in the sciences, postdoctoral work is an essential step in the educational process and may include opportunities to enhance teaching and other professional skills.

The University seeks to balance the interests of the postdoctoral scholar, the faculty mentor, home departments, and the institution as a whole, and to ensure that the legitimate educational needs and career interests of the postdoc are being met.

The University of California strives to provide a stimulating, positive, and constructive experience for the postdoctoral scholar by emphasizing the mutual commitment and responsibility of the institution, the faculty, and the postdoc. The University provides access to a broad spectrum of faculty, provides the postdoc opportunities for collaborative and independent research and publication, and ensures that postdoctoral scholars are treated in a fair and equitable manner according to university policies and practices.

Primary responsibility for a successful experience rests with the faculty research mentor. The expectations of the faculty mentor and the postdoc should be defined clearly at the initiation of the appointment. The research mentor is responsible for guiding and monitoring the work of the postdoc. This guidance should include periodic verbal and written evaluation of progress and career counseling.

**Part of a statement prepared by the UC Council of Graduate Deans March 1998**

**Gender of UCLA postdocs**

Male: 63%  Female: 37%

**Citizenship status of UCLA postdocs**

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>513</td>
<td>48.0</td>
</tr>
<tr>
<td>International</td>
<td>556</td>
<td>52.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1069</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
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**See related story on previous pages**