Message from the Dean

Dear Graduate Student,

For two decades, UCLA’s Graduate Division has had remarkably steady leadership and an unprecedented period of growth in the range of its services. Now, a time of change is at hand.

As many of you already know, Claudia Mitchell-Kernan has stepped down as dean of the Graduate Division and vice chancellor for Graduate Studies. In this issue, many of the people with whom she worked over the years say thank you for her help and her leadership.

It also seemed an apt time to take stock of where the Graduate Division stands today. Stories in this issue describe what the Division does for UCLA, and especially for its graduate students: fellowships, diversity initiatives, databases of information, a new online admissions scheme, a world-renowned listing of funding opportunities, and help in making UCLA your home while you pursue your studies.

And, of course, there’s this publication. Its mission over the years has been to introduce outstanding graduate students and excellent graduate programs to the wider campus—and to the world beyond, which needs to hear about your achievements, particularly in this time of budget constraints. Through its pages, students in the humanities can read about applied mathematics and nanotechnology, students in biochemistry and physics can read about achievements in the arts and ethnic studies. In this issue, you might read about a service that can make your time here more fruitful.

A search is now under way for a successor to Dr. Mitchell-Kernan. During the transition, I’ll be here in Murphy Hall to keep a hand on the tiller. You’re more than welcome to stop by and say hello. And, of course, let us know how we can be of help to you.

Michael S. Goldstein
Interim Vice Provost, Graduate Education Interim Dean, Graduate Division

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The Graduate Quarterly is published Fall, Winter and Spring quarters by the UCLA Graduate Division. We welcome suggestions and comments. Current and archived copies of this publication are available to view or to be downloaded in PDF format on the Graduate Division web site:

www.gdnet.ucla.edu
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N SOME RESPECTS, IT’S ABOUT THE MONEY, or at least it begins there. The Graduate Division distributes between 18% and 20% of the merit-based support UCLA graduate students receive annually—$177 million in the academic year 2008–2009. While the number of graduate students has grown only modestly, Graduate Division support has increased more than 300% during the two decades since Claudia Mitchell-Kernan became vice chancellor of Graduate Studies. Coming in block grants from the UC Office of the President, grants from the National Science Foundation and other external funders, and growing commitments from UCLA’s chancellor, this enhanced funding stream—and what it supports—is one of her chief contributions.

While most of the roughly $35 million each year goes directly to students, the goals that are served go far beyond the personal. Strategically deployed, these fellowships and grants support policies that enhance graduate education across schools and departments, help graduate programs to attract and retain the most excellent young scholars, and increase the diversity of the doctoral pool. Here’s how it works.

Recognizing that individual departments and schools may have a wider agenda, the UCOP and UCLA have targeted funds for the Graduate Division to use to foster institutional goals in graduate education. Providing fellowships is essential to attracting the best students. Also, by attaching criteria to eligibility for the fellowship money, UCLA can encourage diversity in the student body and in the kind of scholarship undertaken, while ensuring that all areas of graduate education thrive, not only those disciplines most able to provide support for students with money that comes from outside the university. In addition, however, Chancellors Charles Young and Albert Camusade underscored UCLA’s commitment to diversity in approving substantial increases in the Graduate Division’s budget.

Beyond “just gathering new resources,” Dr. Mitchell-Kernan says, it was essential “to find new ways to deploy them.” Thus, competitive fellowships came with criteria that encouraged certain outcomes. While “the prevailing wisdom encouraged involvement in research early in the doctoral career,” programs such as those in the humanities and social sciences had “no natural mechanism” to rep- port that, she says. The Graduate Division stepped in with fellowship money linked to research under the guidance of a faculty mentor.

Turning to institutional issues in graduate education, Dr. Mitchell-Kernan sought to enhance the program review process, in which scholars from both inside and outside UCLA assess graduate education in individual departments. The outcomes of these evalu- ations had in the past been uneven and not always well grounded in evidence. In recent years, the review process has been assisted by the inclusion of a packet of critical institutional data for each department or program, such as length of time to degree, student perceptions of the program and its instructors, student and faculty characteristics, and what kinds of jobs students land when they complete their degrees.

The program review process was only one beneficiary of the Graduate Division’s commitment “to build information resources and promote the dissemination of data to the campus,” Vice Chancellor Mitchell-Kernan says. That suite includes doctoral exit surveys and other measures to enhance the assessment of graduate programs, as well as a database of graduate and postdoctoral fellowship opportu- nities that is used around the world. “The idea was that having more knowledge would mean that programs could become more self-regulating,” she explains. “If nobody is providing statistics for graduate programs, they can’t get their arms around the issues.”

While the Graduate Division implements policy, the Gradu- ate Council, an arm of the Academic Senate, establishes what those policies should be. As dean of the Graduate Division, Dr. Mitchell-Kernan attended most sessions, along with one or more of the associate deans, “to ensure that we’re administering policies consistent with the thinking of the Graduate Council.” Four graduate students also sit on the council.

From the start, Vice Chancellor Mitchell-Kernan says, the “work- load was relatively heavy” for the scholarship of graduate students and the fact that unless they take the initiative, graduate school may not provide well for their continued growth in general knowledge. “The Graduate Quarterly, which had been a brief newsletter, grew into a magazine featuring graduate programs and graduate students in every sector of the campus. It highlights ‘all sorts of exciting things going on at UCLA, with the hope that students in physics would read about sociology, and vice versa,’ she says. In addition, the Quarterly features a listing of presentations, publications, and awards to gradu- ate students, Dr. Mitchell-Kernan says, “so that students can see if they’re keeping up with the pack.”

But if nobody is providing statistics for graduate programs, they can’t get their arms around the issues.”

To make sure that UCLA was keeping up with its own, Vice Chancellor Mitchell-Kernan participated in—and from time to time, led—a variety of national and international organizations, where she could anticipate trends in graduate education and help to influence policy. She brought home what she learned to be shared broadly at all levels, from the Graduate Council to individual students.

New technologies have revolutionized administrative processes, and the Graduate Division has kept in step with the times. Now students can enroll online, and much of the business between the Graduate Division and departments is transacted quickly and easily over an intranet. Students can access information via the Internet and mobile devices of every kind.

As the number of postdoctoral scholars at UCLA began to grow, the Graduate Division began to advocate for their interests as well. UCLA’s postdoctoral scholars were among the first to be able to purchase health insurance through the university, and the Graduate Division supports their Society of Postdoctoral Scholars. Recently, UC became “the first major university in the country to have a labor contract with its postdoctoral scholars,” says Associate Dean M. Belinda Tucker, who has primary responsibility for postdoctoral issues at UCLA.

Also, the Graduate Division guided a large expansion of gradu- ate student housing, with many units on the campus. “Claudia is an activist dean,” says Associate Dean Ross Shielder, who is the division’s liaison for housing. “If something involves graduate students, she wants us to be part of it.”

Certainly much has changed since Dr. Mitchell-Kernan assumed her post. Although the staffing level initially consisted of 51 full- time employees, it was reduced significantly during the early 1990s to 39 full-time staff. The number of staff remained the same, but the workload has significantly increased as the number of applicants, students, and degrees awarded has greatly expanded.

As she approached retirement, Dean Mitchell-Kernan expressed pride in the “the strong and resourceful staff” she has built. “People think creatively about their jobs and what they can do to better meet general and specific goals—it’s an atmosphere that’s open to ideas from all sources,” she says. “I’m gratified by their growth.”

This issue of the Graduate Quarterly offers highlights of the current programmatic agenda and demonstrates the evolution of services over time.
Fellowships and Students: A Great Match

Negin Ghavami is a Something of a Poster Child for the fellowships available to UCLA graduate students. For her first and last years, she received a Charles F. Scott Fellowship, which awards up to $15,000 to students who have a bachelor’s degree from UCLA or other UC campuses and are preparing for leadership in national, state, or local governmental administration. In between, she had a Phillip and Avila Siff Educational Foundation Scholarship of $5,000 for full-time graduate students in any discipline, based on financial need, scholastic achievement, and promise. Over the years, she has also received funding from UCLA’s Institute for Social Research and the Institute of American Cultures, and summer projects were supported by Graduate Summer Research Mentorship awards. She also won a grant from the national Society for the Psychological Study of Social Issues.

Thus, her graduate funding is a patchwork quilt of endowed fellowships, Graduate Division support, and both on- and off-campus institutional funding. It is no accident that her mentor is Professor of Psychology Anne Peplau, who strongly encourages her graduate students to pursue various funding streams. Negin has also gotten information and assistance from the Graduate Division’s Fellowships and Summer Programs Office—she calls its manager, Chérie Francis, “the biggest cheerleader” and looks to both Dr. Francis and assistant coordinator Gloria Dial as “fantastic role models for me.”

Putting together all sources of funding, the Graduate Division helps connect graduate students with about $35 million every year. “Many think that the only way to get through graduate school is with loans,” Dr. Francis says. “I use a variety of forums—one-on-one and group information sessions—to let them know about the availability of fellowships and grants.” In the last decade, nearly two thirds of graduate students have received some kind of merit-based support, including teaching assistantships and graduate student research positions. If other forms of campus work and loans are added, more than 80% are getting help with financing their education.

The level of fellowship support has increased almost 300% over the last two decades while the change in the number of graduate students is less than 1%

Over the last two decades, the Graduate Division has become more assertive in putting students together with funding. Some of this has involved seeking out external sources of funding, for example, participation in the National Science Foundation’s Alliance for Graduate Education and the Professoriate (AGEP). The Division has also used its campus-wide reach to seek out student applicants for specialized endowments that might otherwise not be awarded. The Kasper and Senon Hovannisian Fellowship, for example, awards up to $10,000 to a student pursuing Armenian studies, especially Armenian history. The Paulson Scholarship Fund goes to students from Sweden, the Werner R. Scott Fund to residents of Hawaii, and the Malcolm R. Stacey Memorial Scholarship is reserved for Jewish students of engineering. Other fellowships are available to students who are cancer survivors, or who have physical disabilities, or who are blind.

As a result of this effort, the level of fellowship support has increased almost 300% over the last two decades while the change in the number of graduate students is less than 1%. While much of this support is for doctoral studies, the Graduate Division also awards Graduate Opportunity Fellowships solely for students pursuing a terminal or professional master’s degree—more than 60 of them for the current academic year.

The fellowship office also provides help in the application process and maintains contact with potential funders and federal grant coordinators. “They’re not faceless bureaucrats,” Dr. Francis says. “They’re very committed to helping students.”

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I Know What You Did Last Summer

Whitney Moon looked at traffic

as an architectural happening, while Dwight Carey discussed the penal colony—in French Guiana—as a tourist destination. More than 300 graduate students spent the summer of 2010 working on their research with faculty mentors, supported by Graduate Summer Research Mentorships.

When the awards were initiated in 1995, the idea was to provide a way for graduate students to continue their academic progress during the summer break, rather than finding unrelated jobs to pay their bills. Since then, 2,555 graduate students have taken advantage of the program. Here are the stories of three students who spent last summer’s break:

Depressive Symptoms in Breast Cancer Survivors

Alexandra Dupont, Psychology

During his time at UCLA, Roberto was director of photography for a couple of his professor’s projects, as well as a Student Union Film Festival award winner for his own short film, “Burning the Midnight Oil.” “I fell in love with documentaries,” Roberto says. “I have always been curious about others’ experiences and wanted to get to know them better.”

Roberto Gudiño

It was a huge surprise. Knowing he was one of the two winners for their multi-part series in the Professor of social psychology and the Director of UCLA’s Undergraduate Research, “if I had a reason to be out here.”

Over the summer, “I fell in love with the campus,” Roberto says, “and I made it my goal to get into UCLA for graduate school.” There are only a few spots each year in cinematography, however, and more than 100 applicants. Coming back to UCLA for a decision, “I felt in love with the campus,” Roberto says, “and who comes out of the door but Professor McDonald.”

For his first year in the four-year cinematography program, Roberto received a Graduate Opportunity Fellowship allowed by the Graduate Division to students seeking a terminal or professional master’s degree. Then he applied for and won an American Frederick J. Jones Fellowship to cover the last three years. Dr. Francis helps administer the Jents program at UCLA, which includes various support activities. “It’s been useful knowing that if I have a question or concern, I can always go to Chérie,” Roberto says.

During his time as UCLA Roberto was director of photography on Burning the Midnight Oil’s short documentary on Bunker Hill Community College in Boston and his program of midnight classes for community college in Boston and its program of midnight classes for community students seeking a terminal or professional master’s degree. Dr. Francis helps administer the Jents program at UCLA, which includes various support activities. “It’s been useful knowing that if I have a question or concern, I can always go to Chérie,” Roberto says.

Looking at data from the Moving Beyond Cancer study, which followed over 400 breast cancer survivors for 12 months after their cancer treatment, Alexandra found that level of intrusive thoughts within four weeks of treatment completion did not predict physical symptoms, but did predict “psychological symptoms like increased depressive symptoms six months later.” The presence or absence of social support had no impact on the relationship between intrusive thoughts and depressive symptoms. But, social constraints—being pressed emotionally buffer the negative effects of intrusive thoughts? If so, does the presence of social support or social constraints have an impact on that relationship? These were the questions that Alexandra Dupont spent the summer investigating, with support from a Graduate Summer Research Mentorship award.

Before he gave his 15-minute presentation at the International Conference on China and the Future of Human Geography, Tom Narins contacted a number of prestigious scholars in China “to test whether the unemployment maps, the territory that China has lost over the years, especially when China was invaded by nine different countries in the early 20th century,” Tom Narins says. The idea is “to promote Chinese identity” so that schoolchildren will learn “that China once was strong and can be strong again.”

“Future studies should continue to examine race and other racism-related factors that contribute to mental health disparities.” She says. “I found that it did.” The two groups that reported significantly more psychological distress as a result of discrimination were non-Hispanic blacks and other ethnic minorities. While Hispanic and non-Hispanic Asians reported some levels of psychological distress, neither were the special goals of her Graduate Summer Research Mentorship, working with her advisor and mentor Gilbert Gee. And the summer mentorship paid off this past fall when DeAnnah presented her research on the relationship between racial discrimination and psychological distress at the American Public Health Association (APHA) convention. Professor Gee provided “invaluable mentoring and his feedback on the presentation was extremely beneficial,” she says. DeAnnah plans to publish her findings in a journal article and looks forward to working with her mentor on that, as well.

Drawing from the 2005 Adult California Health Interview Survey—a “small snapshot of the health of Californians”—DeAnnah focused on questions about the experience of racial discrimination and symptoms of psychological distress, both rated on a frequency scale (i.e., never to all of the time experiencing discrimination and none to all of the time feeling distressed in the past 30 days). Her first finding was “a significant and positive association between experiences of racial discrimination and higher levels of psychological distress”—symptoms like feeling nervous, hopeless, restless or fidgety, and worthless.

Further “I wanted to see if that relationship varied by specific racial groups,” she says. “I found that it did.” The two groups that reported significantly more psychological distress as a result of discrimination were non-Hispanic blacks and other ethnic minorities. While Hispanic and non-Hispanic Asians reported some levels of psychological distress, the patterns were not significantly different than those of non-Hispanic whites. “This was my surprise, and warrants further study, she says. “Future studies should continue to examine race and other racism-related factors that contribute to mental health disparities.”

Racial Discrimination and Psychological Distress

DeAnnah Byrd, Community Health Sciences

Alexandra Dupont, Psychology

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Alexandra’s results were not what she expected, but they neverless make a contribution to ongoing research about the psycho-social and biological mechanisms underlying lingering symptoms in breast cancer survivors. They also give her a very good start on her master’s thesis, allowing her to take more coursework this fall.

The GSRM provided a “really awesome opportunity, the first time I could focus entirely on my research,” Alexandra says, and a chance to “experience what it would be like to be a full-time research profes sor,” the ultimate goal of her doctoral studies in health psychology.

Besides checking in weekly with her mentor, Associate Professor Julienne Bower, Alexandra also met regularly with a collaborative team looking at younger breast cancer patients and their struggles. The summer experience showed her that while “having the time for research is really nice, it’s also important to collaborate with others so you don’t feel isolated with your project.”

China’s National “Humiliation Maps”

Tom Narins, Geography

Before he gave his 15-minute presentation at the International Conference on China and the Future of Human Geography, Tom Narins contacted a number of prestigious scholars in China “to test whether the unemployment maps, the territory that China has lost over the years, especially when China was invaded by nine different countries in the early 20th century,” Tom Narins says. The idea is “to promote Chinese identity” so that schoolchildren will learn “that China once was strong and can be strong again.”

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Benny Ng, for example, had support from UC LEADS as an undergraduate and learned about research through the SPUR program. He was a mainstay as a SPUR counselor during his doctoral studies. His involvement in the program included support for his family and saving money toward graduate school. An LSAMP fellowship provided a package of support for his doctoral work in immunology and molecular genetics.

And a DIGSSS grant for summer research, along with two Graduate Summer Research Mentorship grants funded by AGEP, helped Anthony Ocampo experiment with different research topics and methods before setting in to do his dissertation on Filipino immigration. “The National Science Foundation money that we’ve been able to provide to students has been really great,” says Dr. Karen Ravago, manager of outreach and diversity initiatives. Besides providing grants for summer research, funds have been used to send students to professional conferences. “This enables them to get experience presenting their research while networking with peers and colleagues in their field.”

But money is just the start. When family members have college and postgraduate degrees, they can provide lots of advice and support to sons and daughters setting off on their own education. The Graduate Division offers the same kind of support to students who receive diversity funding, who typically are the first in their families to go to college and beyond. More recently, those students formed their own group, STEM-PLEDGE, both for social networking and for workshops and other activities related to diversity.

Many STEM-PLEDGE members participate in the Division’s recruitment activities, which include off-campus fairs and presentations, partnerships with CSU campuses and with historically black colleges and universities to encourage graduate enrollment at UCLA; and an annual event called UC Edge to help more than 100 students from across the nation make graduate school decisions.

### Percentage of Underrepresented Minority Graduate Students, 1990-2009

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<th>Fall 1990 % of domestic students</th>
<th>Fall 2000 % of domestic students</th>
<th>Fall 2009 % of domestic students</th>
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<tbody>
<tr>
<td>American Indian</td>
<td>36</td>
<td>0.51%</td>
<td>57</td>
</tr>
<tr>
<td>Black/African American</td>
<td>299</td>
<td>4.25%</td>
<td>409</td>
</tr>
<tr>
<td>Chicano/Mexican American</td>
<td>269</td>
<td>3.80%</td>
<td>529</td>
</tr>
<tr>
<td>Latino/Other Hispanic</td>
<td>229</td>
<td>3.24%</td>
<td>469</td>
</tr>
<tr>
<td>Filipino</td>
<td>74</td>
<td>1.05%</td>
<td>190</td>
</tr>
<tr>
<td>Total underrepresented minority</td>
<td>907</td>
<td>12.83%</td>
<td>1654</td>
</tr>
<tr>
<td>Total domestic</td>
<td>7072</td>
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Promising undergraduates to UCLA for eight to ten weeks of research. Making them comfortable is part of the plan. Dr. Ng has received his PhD last summer—points out that some of the SPUR students come to UCLA as graduate students. “We do a good job,” he says. “They like Los Angeles, and they want to continue their research.”

As a UCLA undergraduate and UC LEADS scholar, Benny experienced two SPUR summer sessions—one at UCLA and one at Berkeley. “From being a participant, I’ve become one of the people helping the Graduate Division run the program.” His activities as recreation director are a bonus, his primary concern being to monitor the SPUR participant housing and to offer academic advice when he can.

His own participation in UC LEADS helped “put me on the road to graduate school,” Benny says. “I always wanted to find out if I could learn something more.” What he learned more about was naturally occurring protein nano-capsules, known as “vials.” Although their cellular functions are not yet understood, vials are present in human cells in high numbers—about 10,000 per cell—and their hollow barrel-like structure, with a large internal volume, seems well suited to encapsulation of therapeutic drugs. His vault research project is a collaboration between biochemist Leonard H. Rome, senior associate dean of research at the David Geffen School of Medicine, and his research adviser, professor of chemistry Sarah Taber.

Now a lecturer in chemistry at CSU Channel Islands, Dr. Ng sometimes stops at UCLA on his way home. Especially on Thursday evenings, when Laura SaltersGarr, a laminate from Dr. Taber’s lab, and other members of the salsa society gather at the Bruin statue to dance.

Dancing with the research stars

**Benny at a Salas Championship with his partner.**
IMMUNE CELLS CALLED MACROPHAGES ARE SUPPOSED TO ENGULF BACTERIA AND DESTROY IT. In the case of leprosy, the macrophages “aren’t able to kill the bacteria,” Dennis Montoya says. “In fact, the pathogen grows within the macrophage.” Dr. Montoya’s dissertation research involved investigating “how this bacteria tricks the macrophage so that it can live inside the thing that’s supposed to be killing it.” It appears that “the bacteria create lipids that suppress the immune system and help prevent the killing,” he says.

Based on this work, Dr. Montoya was awarded his PhD in 2009, and he is currently working as a postdoctoral scholar in the same lab, on his way to Brazil—one of the countries where leprosy continues to be common—to look at the disease in actual patients. Besides paying for his trip, Dr. Montoya says, his advisor, Robert L. Modlin, provided “a very diverse lab, and a good environment for academic discussion.” Working with postdoctoral scholar Daniel Cruz, his adviser, Robert L. Modlin, provided “a very diverse lab, and a good environment for academic discussion.”

Dr. Montoya decided to invite scientists from underrepresented minorities to talk about how their experience influenced their research. For example, Esteban González Burchard of UC San Francisco discussed his studies of the higher rates of asthma among Puerto Rican and Mexican children. This year Luis P. Villar, a professor of molecular biology and biochemistry at UC Irvine, will share his insights about mentoring minority students. Susan Realgeño is taking over Dr. Montoya’s role as host.

“It’s very intimidating when you first start up. It’s easy to believe that everyone else is smarter than you, and you don’t belong.”

As a graduate student, Dennis also became an early member of STEM-PLEDGE, an organization for underrepresented graduate students in science, technology, engineering, and math. Starting the seminar series offered an opportunity to give back. He also visited high schools and colleges as part of UCLA’s team to encourage doctoral studies. “It’s very intimidating when you first start up. It’s easy to believe that everyone else is smarter than you, and you don’t belong.” he says. “As you work harder and move further along in your studies, you realize you can do it.”

Investigating Leprosy

Dennis Montoya

Anthony Ocampo

W hen Anthony Ocampo was an undergraduate at Stanford University, he found himself “somewhat envious of all my friends who were taking these amazing courses” in Chicano studies, African American studies, and Asian American studies. There were no courses about Filipino Americans. On top of that, he found that “people simply imposed the racial identity of Asian on me,” he says, whereas “my childhood experiences suggested a strong connection between Latinos and Filipinos that was rarely written about.” He reasoned that both groups have a culture embedded with features of Spanish colonialism.

Thus, Anthony set out on the road to graduate school, in part to answer his own questions about Filipino racial identity and more important to “begin addressing the void” in scholarly literature about people who shared his background. Growing up in a “predominantly brown” neighborhood of Filipino and Mexican Americans in Los Angeles, “I’ve always been interested in how racial identity emerges in contexts that are not just black and white.”

His doctoral research focuses on second-generation Filipinos in their 20s from the multiethnic neighborhoods of Eagle Rock (Filipino, Latino, and white) and Carson (Filipino, Latino, and black). Like himself, the young people from Eagle Rock “needed to identify more closely with Latinos,” he says. Filipinos from Carson, however, tended to identify as Asian, perhaps because this took them out of the black/brown conflicts in their neighborhood and its schools, he explains.

Looking at educational outcomes, Anthony found that Filipino Americans “who identified as Asian were more likely to finish college.” While Filipino American parents tend to be well incorporated in American society, to hold professional jobs, and to be middle class, he adds, “college attainment rates of their children lag far behind other Asian groups.”

At UCLA, Anthony was supported by a Eugene V. Cota Robles fellowship. Four years of funding is encouraging applications from “individuals from cultural, racial, linguistic, geographic, and socioeconomic backgrounds that are currently underrepresented in graduate education.” He also had summer support via UC DIGSSS and AGEP, as well as through a Graduate Summer Research Partnership.

As a result of his summertime support, Anthony says he “started to think about publishing very early in graduate school” and already has a couple of articles in the pipeline at academic journals. These publications are sure to help as he seeks a postdoctoral fellowship or faculty position. “One thing that I love about UCLA,” he says, “is that it prepared me to position myself for the job market after graduate school.”

The Summer of Research

Funds from the National Science Foundation, through the three-campus Diversity Initiative for Graduate Study in the Social Sciences, help support graduate students so they can pursue research through the summer. Here’s how three students in political science and one in sociology spent the Summer of 2010.

Jesse Acevedo

Political Science

Through its anti-poverty program, Red de Protección Social (RPS), Nicaragua distributes cash transfers to mothers in poor households on the condition that the children attend school and receive their immunizations. Jesse Acevedo hopes to use a unique dataset associated with evaluating this anti-poverty program, hoping to learn whether the program was effective and whether it is politically manipulated.

DIGSSS support helped him do preliminary research on post-conflict Nicaragua and make some contacts, while his actual fieldwork there was sponsored by UCLA’s Latin American Institute. “I did more data gathering and meeting local academics, who provided assistance in a country where research is difficult.” Relying on the DIGSSS grant again, he conducted data analysis after his return. “There are few studies of Central American political—or even fewer studies that are quantitative,” Jesse says. “The support I get from UCLA is making such a project possible.”

Florence Akinremi

Political Science

Florence Akinremi spent the summer in Nigeria doing preliminary research for her dissertation. At Lagos State University, she was enrolled in intensive courses and tutoring in Yoruba, one of the many indigenous languages in Nigeria and a major ethnic group at the heart of her research. She
is studying the intersection of conflict, religion, and ethnicity in Nigeria, contrasted with the apparent lack of effective religious tensions among the Yoruba—her dissertation is titled “The Dog That Does Not Bark!”

Through the DIGSSS summer award, along with a grant from the David L. Boren Awards for International Study, “I was able to add substantive depth and breadth to the initial, yet important, stages of my dissertation and field research,” she says.

She also spent some time revising a paper about street-corner interactions between police and fruit vendors, which she presented at an academic conference she helped organize: “Contesting the Streets: Vending, Open-Air Markets, and Public Space.” The two-day conference, sponsored by departments at both UCLA and USC, included local and international scholars. She will co-edit a volume of conference papers with UCLA Professor of Chicana and Chicano Studies Abel Valencia.

Albert Ponce, Political Science

Besides developing his dissertation prospectus, Albert Ponce used the time provided by his DIGSSS Summer Fellowship to polish and submit an article to the Graduate Paper Competition in Latin@ Studies at Wayne State University—“and actually won first prize.” The reward: $1,000 and the opportunity to publish his paper—which places the migrant rights movement of 2006 in a historical context—in Critical Sociology. The media viewed the 2006 marches “as a form of collective action that just spontaneously and caught everyone off guard,” Albert says. In contrast, he argues “that resistance and collective action have been part of the Mexican and Latino community” dating back to the second conquest of 1848. Albert also made significant progress on the background research for his dissertation, which looks at the violence associated with policing migrants, from homeowner complaints about day laborers soliciting work on street corners to state-run sanctions against immigrants. Thanks to DIGSSS, “I was able to remain at UCLA and utilize its vast resources pertaining to my project.”

Rocio Rosales Sociology

Getting up in the pre-dawn hours, Rocio Rosales went to the wholesale markets with fruit vendors, “sat and sold alongside them on street corners, and sometimes shared a home-cooked meal with them in their private homes at the end of the workday,” she said. She also conducted follow-up interviews with respondents she had initially approached in 2006—some in person, but a few by phone because respondents had returned to Mexico for various reasons. All of this—and more—occurred thanks to a DIGSSS award supporting her ethnographic research.

In Memoriam: Brian Douglas Duffield

B rian Duffield, an avid musician, runner, biker and bicyclist who worked in UCLA’s Graduate Division, died on Dec. 28 from plasma cell leukemia. He was 48.

Brian joined the Graduate Division in 2004, where he worked in the Office of the Vice Chancellor and Dean. In 2008, he joined the Division’s Office of Admissions/Students & Academic Affairs. Among his contributions, he played a role in implementing a new online application for graduate admissions and assisted with a comprehensive departmental program review process in conjunction with the Graduate Council and Academic Senate. Previous to joining UCLA, he worked in the music industry and for Fox Sports. He was pursuing an MBA from Cal State Northridge at the time of his death.

A Los Angeles native, Brian possessed a lifelong passion for music. He earned a BA in music industry studies from Cal State Northridge and studied at the Music Institute in Hollywood. A drummer, he played with several local bands. He also helped UCLA’s Friends of Jazz stage “A Great Day in L.A.,” a 2008 gathering of more than 250 jazz artists, local and national, around the 50th anniversary of Art Kane’s legendary photograph, “A Great Day in Harlem.” He also enjoyed sports and the outdoors as a hiker, bicyclist and runner, completing two Los Angeles Marathons, in 2006 and 2008. Brian is survived by his wife, Rebecca, and two sons, Ian and Noah.

Data-Driven Services
Begin with Applications

T’s ENOUGH TO MAKE YOU WANT TO APPLY ALL OVER AGAIN.

UCLA’s new online application system“I allows applicants to select their recommendation providers through our online system,” says the Graduate Division’s director of information technology Chris Testa. “Those recommenders log in and do everything online.” In addition, prospective students can upload their transcript of purpose, writing samples, transcripts—all the data supporting their application in one digital package.

“What we were looking to do is not only enhance the underlying application architecture but also enhance the user experience,” Mr. Testa says. “The number one goal was to provide better support both for applicants and for the internal UCLA community.” Thus, the Graduate Division makes life easier for the departments charged with the crucial work of deciding which applicants to accept. In addition, features of the new program will make it possible for the Graduate Division to acquire data—and offer services—that touch the entire student life cycle.

“People come to us with a question, and we can provide that answer,” Mr. Testa says. “But when they really need help, that’s our expertise.” For example, if applicants list their research areas, the Graduate Division could let them know about campus events that involve their interests.

With the new system, admissions will be just the first step in what’s called the student life cycle or graduate enrollment process, Assistant Dean Daniel Bennett says, “the first part of a trajectory that continues into alumni years.” For some time now, the Graduate Division has been hosting a “holistic view” of the process, he explains, making admissions part of the same unit that covers student and academic affairs. In that role, the Graduate Division collects data marking all the major milestones in a graduate career, from enrolling to taking comprehensive examinations, meeting language requirements, selecting master’s and doctoral committees, and filing a dissertation—and it keeps track of the time all this takes (called time to degree). The Division has “that information on every doctoral candidate from this university since the first PhD was awarded in 1948,” Assistant Dean Bennett says. “Very few universities can say that. We have been collecting and analyzing information for decades and decades. That’s pretty progressive.”

The new online admissions program has the capacity to enhance UCLA’s ability to gather and analyze information. Down the road a year or two, the Graduate Division may be able to “take a deeper look at various kinds of decision-making that take place over the course of the student’s career.” This will facilitate the Division’s role, mandated by the university, to monitor the performance of graduate education and ensure compliance with campus policies.

“It is not a job where you’re necessarily going to make a lot of friends,” Mr. Bennett says, but “some of the regulatory things we do are for the good of the university overall, for the good of UCLA’s reputation, and to protect individual students.”

One important way that the Graduate Division oversers the performance of graduate education is through program reviews, which are mandated periodically by the Academic Senate’s Graduate Council. The Graduate Division examines the departmental self-evaluations and provides a packet of information for the review committee. This includes some suggested questions, particularly related to graduate student assessments of their programs and the benchmarks and standards the departments set for graduate education.

In that regard, Graduate Dean Mitchell-Kernan also initiated a move to provide incentives for student participation in the evaluation process, working with the Graduate Student Association. Although the incentives are modest—perhaps a certificate for the book store—graduate student responses to evaluation surveys have increased from 25% to more than 40%—“We’re hitting that and beyond,” says Assistant Vice Chancellor Samuel Bersola. Besides initiating the online application system, the Graduate Division is in the process of upgrading all of its communication systems. The website is being redesigned to be more user-driven—and to be accessible via iPads and smartphones as well. Barcodes on a poster could link students with these electronic tools to important information on various university websites, and a GPS system could enable self-guided campus tours—or help students from North Campus find the food trucks that regularly service their colleagues to the south.

Last June, the hooding ceremony was Webcast for the first time, allowing those who could not physically attend to be virtually present. “I got some wonderful thank you notes,” Mr. Testa says, “including one from Egypt.”

“We have been collecting and analyzing information for decades and decades. That’s pretty progressive.”

Daniel Bennett Assistant Dean

Data-Driven Services
Begin with Applications
UCLA Graduate Ambassador
Jonathan Grady

You can sign up to follow UCLA’s Department of Public Policy on Twitter, visit the department’s Facebook page, and sit in on meetings with its professors on YouTube videos. You might also want to read the department’s several blogs, and if you’re thinking of applying for a spot in the master’s program, there’s an interactive list of FAQs and a link to the Graduate Division’s online application.

This is a great departmental website for prospective graduate students, according to Jonathan Grady, who reviewed department websites in his role as one of the first two graduate student ambassadors. Their goal is to help departments increase their attractiveness to potential graduate students and facilitate connections between the two. While some websites were already excellent, others were text-heavy, Jonathan says, and some didn’t even offer information on how to contact the department about applying.

With his fellow ambassador Carlos Lazo (profiled in the Fall issue of the Graduate Quarterly), Jonathan is also visiting recruitment fairs, armed with an iPad to make the process of getting student information easier. And he and Carlos conduct regular campus tours designed just for graduate students.

Jonathan holds a bachelor’s degree from UCLA as well as a master’s degree from Cornell University and returned to pursue a doctorate with Peter L. McLaren, whose interests in revolutionary critical pedagogy and educational equity dovetailed with “work I was passionate about,” he says. That work, which will be the subject of his dissertation, is “queer youth of color, who’ve been pushed out of schools, churches, families, and the community and how they survive a life on the streets.” One strategy, Jonathan says, is constructing new homes and families. Gay houses, which emerged in New York’s Harlem more than 50 years ago, “have become a complex and long-standing form of cultural practice within the African-American and Latino queer communities,” Jonathan says. “As individuals form and maintain localities, gay houses provide a whole new way of living and learning, one that is highly structured and self-protective.”

Jonathan plans to look at social structures within the African-American queer community and “how concepts of home and family are constructed and redrawn to meet the needs of its members.”

Jonathan hopes to complete his dissertation for the urban school and educational policy program as soon as possible, “so I can get back out there in the trenches.” In the meantime, however, he’s participating in a range of outreach work that is not unrelated. Each summer, the Graduate Division brings upper-division undergraduates from underrepresented groups to UCLA for several weeks to learn more about graduate school and participate in research projects related to their interests. For the last two years, Jonathan has served as one of two student mentors, presenting discussions on a range of topics that includes social networking, informational interviewing, and fellowship support. He also works with students who are drafting applications.

Research has shown that a “key factor in success is support not only from people like me, but also from faculty members and staff,” Jonathan says. “We’re working with prospective students to show them the road: How to become a successful applicant.” He has also participated in programs such as a typed and photocopied handout on flimsy yellow paper, updated and published twice a year as a way disseminating fellowship announcements received by the Graduate Division. After Claudia Mitchell-Kernan was named graduate dean in 1989, it became a more professional looking publication, and about 125 to 150 awards were listed.

In the early 1990s, GRAPES was turned into a database hosted on the Internet by the UCLA Library through a server they called ORION. Web browsers had yet to be invented. It was featured in a 1994 presentation on campus technology titled “The Indio UCLA Cruise,” which showcased online campus databases such as the campus directory, campus calendar, and so on. When the Web as we know it was born in 1995, GRAPES became one of the first online databases listing fellowship opportunities. A year later, it returned to the Graduate Division as its website, and it remains there today. Information about fellowships is added to the list as it arrives, so the database is always up to date.

“Early in the life of GRAPES, Dean Mitchell-Kernan had a choice to restrict it to campus users or open it up to the world,” says Eli Levy, the Graduate Division’s web development manager. “She chose the latter, and word of its existence spread quickly.”

Monthly requests amounted to 861 in January 1995, 1,602 by March 1995 of the same year, and 10,072 on its Web anniversary in 1996. In September 2010, the database was searched over 103,670 times, and an RSS news feed received 3,709 hits. More than 6,100 people subscribe to the listserv.

Eli was an assistant administrative assistant with the Graduate Division in 1989, and as computer and Internet technology became more and more relevant, he volunteered to turn the division’s documents into computer compatible files. What “started out being 10% of my job” grew into a full-time career.

“GRAPES has turned into a wonderful resource for graduate students and postdoctoral scholars here at UCLA and around the world,” Eli says. “We now get contacted by organizations that both want to be listed in GRAPES or want to link to it.” For example, Arizona State University’s research information coordinator for the sponsored programs office at Ball State University (Muncie, Indiana), told Eli she “recently stumbled across your wonderful GRAPES database. Our office would really like to link to GRAPES on our Student Opportunities web page and I wanted to make sure that linking was OK on your end.” The OK is always given, and no one knows how many institutions don’t bother to ask. Other institutional users include the Council of Graduate Schools, Northwestern University, Brown University, Texas A&M, Penn State, and the University of Virginia.

“It’s a really amazing system,” Levy says, “and a major achievement for the Graduate Division.”

GRAPES - One of the First Online Fellowships Databases

I f you type the word “grapes” into Google, you’ll get plenty of listings for wine and jelly, although you could say it contributes to the health of graduate students. Capi- talized GRAPES, it stands for Graduate and Postdoctoral Extramural Support, and it’s a database that students around the world have used to help them pay their way through graduate and postdoctoral studies.

Today, the GRAPES database lists more than 500 extramural funding opportunities, both private and publicly funded awards, fellowships, and internships. Although it was constructed by UCLA’s Graduate Division and is maintained by staff members, all the UC campuses—as well as universities around the world and the U.S. Department of Education—have links to the site. It’s the gold standard in its field. GRAPES has also been mentioned in the Wall Street Journal and KNX radio’s Money 101.

That’s a heady achievement for a publication that began more than two decades ago as a typed and photocopied handout on flimsy yellow paper, updated and published twice a year as a way disseminating fellowship announcements received by the Graduate Division. After Claudia Mitchell-Kernan was named graduate dean in 1989, it became a more professional looking publication, and about 125 to 150 awards were listed.

Graduate Student Campus Tours

U NTIL JULY OF 2009, PROSPECTIVE UCLA graduate students seeking an introduction to the campus could take a tour designed for incoming freshmen and their parents or none at all. It wasn’t much of a choice. The focus of the undergraduate tour was on SATs, dormitories, roommates, and living away from home for the first time.

Today graduate students in substantial numbers are taking tours designed specifically to meet their needs. There’s a stop on the Janus Steps to get an overview of the campus—and a rundown on the geography of nearby Los Angeles, with the features of various neighborhoods as potential places to live and how to commute between them. There’s a discussion of campus lore about the six miles of underground tunnels and the bridge—that used to cross a canyon that ran through campus. They’re used to transport high-security guests—like former presidents—around campus. And most important of all, there’s a stop at the department or school where the student expects to pursue a professional or doctoral degree.

“That’s what they really want to see,” says Mary Watkins, the Graduate Division’s communications manager, who developed the tour as part of a project initiated by Assistant Vice Chancellor Samuel Broula. Responding to his request for ways to make UCLA more
Graded Quarterly Winter 2011

Accent and Discrimination

T
HE NEWS CAME FROM THE WALL STREET JOURNAL, but it spread quickly through the academic world, particu-
larly to those who study linguistics, identity, education, and English as a Second Language (ESL). The Arizona Department of Education was pressuring local schools to dismiss or transfer ESL teachers who are not “fluent in every aspect of the English language,” according to the state official in charge of enforcing the policy. In practice, what they seemed to mean was teachers who speak English with an accent, saying perhaps think instead of think or ask-sah (not comma), instead of ask-sah.

"As students of applied linguistics we all thought it was our responsibility to speak about this vulnerable community that was being targeted. Our goal was not to point fingers but to inform."  
Valeria Valencia

"If you’re speaking a more favored dialect, or have a more favored accent, does that color people’s perceptions?"

Uju Anya

A key question for the conference was who decides what it means to be “fluent in every aspect of English,” and how issues of power may influence these decisions. “If you’re speaking a more favored dialect, or have a more favored accent, does that color people’s perceptions?” Uju asks, noting that people are “uneager to judge an Italian or French accent as flawed,” but if someone has a Chinese accent or “sounds Mexican,” “all of a sudden people get tense.”

In her address to the conference, Dr. Mitchell-Kernan raised the question of why the issue was emerging at this time. “One aspect of this seems to be widespread fear among a dominant group that their hegemony is being threatened by immigrants and immigration,” she said. “This view seems to be growing, despite the historical belief among Americans that they welcome immigrants.”

Videos of the conference have been posted on the conference website (http://sites.google.com/site/uclalinguisticdiversconf2010/) in hopes of continuing the conversation about this issue. Additionally, Twitter and Facebook accounts have been established and the co-organizers are working on what they call a PUBLICATION. “Consistent with the goals of the conference, we will be co-editing a special issue in our department’s graduate student-run journal Issues in Applied Linguistics that will include conference proceedings, ad-
ditional papers, and testimonials on the topic in an accessible format designed for a general audience,” says Lauren Mason Carris, one of the organizers currently finishing her dissertation in applied linguistics.

The topic of the conference is related to the doctoral research each of the graduate student organizers is pursuing. For Netta, that’s how endangered heritage languages—in this case, Yiddish—are taught among Americans that they welcome immigrants.”

From left to right: Applied Linguistics graduate students Valeria Valencia, Lauren Mason Carris, Uju Anya, and Netta Avineri.
The new president of the UCLA Society of Postdoctoral Scholars (SoPS) is Shelley Claridge. Dr. Claridge came to UCLA with mentor, Paul Weiss, the new director of the California Nanosystems Institute. Prior to the lab move from Penn State, she worked with the postdoctoral scholars group at PSU, finding that such organizations were "a nice way to meet people outside of your research group." Since many labs have only one or two postdocs, those outside connections "help you meet people at the same career stage," she says.

Last year, Dr. Claridge served on the SoPS career development committee. The committee organized events including seminars on CV and resume preparation, information sessions on scientific consulting and other career paths, and a management workshop that identified and explored various leadership styles and how those styles impact one's ability to direct and motivate others in a research group. This year's events include programs on faculty job searches, industry careers, interviewing skills, and giving good scientific presentations.

When not working with SoPS, Dr. Claridge is in the lab, building and operating custom scanning tunneling microscopes (STMs), which measure single atoms and molecules on surfaces. Building your own microscope "is nice because we have tools no one else has," Dr. Claridge says, "but it means if they don't work, you can't call someone else to fix them." They're also "very fuzzy," so a big part of the lab move has been carefully reassembling them in the new setting.

Dr. Claridge got interested in nanoscale research during her graduate years at UC Berkeley, where she made inorganic nanocrystals. "It turns out there are a lot of challenges in characterizing things that are that small," she says. One big draw of working with an STM is the ability to really see single molecules. While the STM is actually measuring a complex convolution of topography and electronic status, looking at them through the microscope, she says, "you feel like you could reach out and touch them."

It is estimated that the UC system currently employs 10% of the postdoctoral scholars in the United States.

Postdocs Unite!

On August 11, the postdoctoral scholars at all UC campuses overwhelmingly ratified their first union contract, an agreement that provided for an immediate pay increase of 1.5% or 3%, depending on current salary and provides for what the union spokesperson, former UCLA postdoctoral scholar Xiaoqing Cao has called "unprecedented rights and protections." It is estimated that the UC system currently employs 10% of the postdoctoral scholars in the United States.

Immediately after approval, the Graduate Division’s Office of Postdoctoral and Visiting Scholars Services began gearing up to help UCLA implement the contract’s provisions. “We’re educating the campus in every way we can about the changes coming up,” says April de Stefano, the office’s director. This involves frequent training sessions for departmental staff and faculty, as well as counseling and advising for staff and the postdoctoral scholars themselves—"a lot more educational outreach than we’ve been doing," she says.

The negotiations between UC and Postdoctoral Researchers Organize/UAW lasted 18 months. The contract calls for pegging UC postdoctoral scholar compensation in the future to levels set by the National Institutes of Health. It also provides for time off, mechanisms to enforce health and safety standards, and "just cause" protections for discipline or dismissal. The university’s labor relations office will be responsible for enforcement, with assistance from the Graduate Division.

Many elements of the new labor contract are in line with a series of initiatives that Graduate Division has taken on behalf of postdoctoral scholars over the years. Two decades ago, there was no central campus listing of postdocs. The Graduate Division began a registry, started a health insurance program aimed at postdoctoral fellows, and worked with UCOP to develop a variety of policies related to educational and human resources issues.

Looking ahead, in consultation with other stakeholders across campus, the Graduate Division has developed a proposal to provide the kind of career development activities that are now required by postdoctoral fellowships funded through the National Institutes of Health and the National Science Foundation. "We’re stepping up to do that," Dr. de Stefano says. Working with a consortium of key units on campus, including the Society for Postdoctoral Scholars, the Office for Postdoctoral Affairs for Biomedical and Life Sciences, and the California Nanosystems Institute, bi-monthly events have been planned for the year, including workshops on grant writing and effective communication. A recent well-received event was a panel discussion by junior faculty on the transition from postdoctoral scholar to tenure-track professor.

To a tribute to Claudia Mitchell-Kernan

N o tribute to Claudia Mitchell-Kernan could be more eloquent than the two organizations she helped to build and the record of service she has amassed over the 35 years since joining UCLA as an Assistant Professor of Anthropology.

E verywhere in this issue, Claudia’s work with the Graduate Division is described in some detail. Before she became vice chancellor of graduate studies, she headed what was then called the Center for Afro-American Studies. When she became director in 1976, the center had not yet outgrown the uncertainties and conflicts of its founding years. During her 13 years as its leader, Claudia put the center on a firm footing in academic research, worked to attract top-notch faculty, established a curricular arm, and began a publications program and a library, and initiated events like the Thurgood Marshall Lecture on Law and Human Rights that have become center traditions.

And throughout her tenure at UCLA, Claudia has remained active as an anthropologist conducting research on sociolinguistics and language acquisition, changing patterns of family formation and personal relationships, and faces associated with HIV risk in Jamaica and the U.S.

Her impact has been felt in many personal ways, through her relationships with students, faculty, and staff. Here are some of their recollections.

"You couldn’t ask for a more supportive and insightful person."

D uring Claudia’s last year as director of the Center for Afro-American Studies, Darnell Hunt was a first-year doctoral student in sociology. “I remember being really impressed by what she was doing at the center,” he says. “I think everybody agrees that Claudia was the director who institutionalized the center and its operations. She gave it an aura of scholarly excellence.”

Dr. Hunt recalls attending the reception marking her appointment as vice chancellor of Graduate Studies. “At that point, I could never have imagined I would be succeeding her some day,” he says, “but in many ways, my idea of what the center should be shaped was by the experiences I had with her during that period.” Indeed, his decision to return to UCLA (after a professional stint at USC) turned on the opportunity to be one of her successors. As Bunche Center director, he’s come to appreciate her multiple roles (she oversees the
Ethnic Studies Centers). “You couldn’t ask for a more supportive and insightful person to report to,” he says. “In large measure, we’ve been sustained by Claudia’s unwavering support for ethnic studies and her effort to ensure that we had what we needed to maintain the core of our program and, whenever possible, move forward.”

“Her wisdom impresses me every day.”

Carlos Grijalva recalls meeting Claudia for the first time during the 1994 hunger strike by students pressing for a department of Chicano Studies. “There was a great sense of urgency about nego-
tiating an end to the strike,” he says, out of concern for the health of participants, especially a young pregnant woman. Claudia was “one of the key administrators trying to resolve the issues and was instru-
mental in having students go back to the negotiating table,” he says. At the time he was associate dean of honors and undergraduate programs; today he is associate dean of the Graduate Division. He sees the same traits in Claudia he observed in that first encounter.

“She’s very thoughtful, very thorough, and extremely knowl-
edgeable on a number of different levels,” he says. “Wise people don’t usually jump to conclusions, and that wisdom impresses me every day. She gets advice and information from every source, and when she feels that she’s fully informed, she decides what she needs to do. I think that’s what made her such an effective leader over so many years.”

“Claudia has invested phenomenal amounts of time in working for the welfare of graduate students.”

Professor of Comparative Literature Kathleen L. Komar has happy memories of lunches with the Graduate Division leadership in the Faculty Center. “Claudia has a wonderful sense of humor,” she says. “We were often laughing so hard that people would turn around and look. It was a great group to work with, and Claudia’s hiring decisions were one of the reasons.”

Until Claudia asked her to be one of the asso-
ciate deans in the Graduate Division, Professor Komar had little interest in administration. “One of the things that Claudia did for me was to make it really clear how much dedication and concern administrators have and how much time they put in,” she says. “Claudia has invested phenomenal amounts of time in working for the welfare of graduate students and faculty and in mediating between those two groups.”

Professor Kumar served as associate dean from 1992 to 2012. “What makes the job re-
warding is the times you can really help a student or faculty member do something they really want to do,” she says. In that regard, Claudia was a role model of mentoring, with her door always open. “You’d see her making calls, contacting people, and sitting down with them to try to solve problems,” Professor Kumar says, “and most of the time, she did.”

“Claudia wanted us to walk the walk.”

In its efforts to promote diversity in UCLA’s graduate programs, Claudia “wanted to make sure we walked the walk,” says Dr. Shirley Hune, who served as associate dean from 1992 to 2007, and for many years directed the Graduate Division’s diversity programs. “You can’t just talk about encouraging departments to recruit stu-
dents of color, or more women,” Dr. Hune recalls. “You have to put something behind it,” for example, by offering fellowships to the department’s A-list recruits. “That’s walking the walk.”

Dr. Hune joined the Graduate Division just a couple of years after Claudia became vice chancellor, the perfect match for what she calls “an unusual position” combining program review with management of the Institute of American Cultures and the ethnic studies centers. In her previous job as associate provost of Hunter College in New York City, she had similar responsibilities for program review and interdisciplinary programs.

While Claudia’s contributions to diversity and ethnic studies are certainly remarkable, Dr. Hune sees them as “part of the issue of student welfare in the broadest sense: Are all students having the best experience possible?” Claudia wanted to combine diversity with the highest academic standards, Dr. Hune says, to ensure that all students “are being taught by faculty who are the most informed, interested, and caring.”

“She was always two steps ahead of emerging issues.”

One of the real pleasures of being Graduate Council chair was working with Claudia, says former chair and Associate Professor of History Jan Reiff. Claudia thought about diversity in a variety of ways, from “expanding the pool of potential graduate students—not just people who were diverse, but those who were interested in issues of diversity”—to promoting new interdepart-
mental programs and looking at how emerging technology might change the traditional academic process. “What does it mean in the digital era to write a dissertation?” was one of the questions Claudia was eager to explore. “She was always two steps ahead of emerging issues,” Dr. Reiff says, “thinking ahead to new possibilities even while maintaining standards.”

Claudia also took steps to ensure that graduate students par-
ticipated in the decisions that affected them, helping to keep them involved in the academic review process and working with them on issues like parental leave with the goal of making UCLA a graduate student-friendly place, even as she worked to make it a place where students would get a fine education.

“She’s not timid—she says what she thinks.”

While John Richardson was considering whether to say yes to Claudia’s request that he become an associate dean in the Graduate Division, his wife suffered a serious stroke. One of the first bouquets to arrive at intensive care was from Claudia. When his wife was able to speak again, “her first words were, ‘Have you talked to Claudia,’” he says. “I told her I’d been a little busy. ‘Well, call her,’ my wife said. ‘Tell her yes.’”

Dr. Richardson did, and he found Claudia to be a supportive boss, as she had been a supportive colleague when he was chair of the Graduate Council. “It wasn’t too long before you realized that she cares, to put it simply—that sounds trivial, but it isn’t,” he says. “Claudia’s concern was genuine. She aspired to something better for UCLA and graduate studies.” Even when the issues he dealt with were controversial, Claudia would say, “do the right thing.”

Being a dean was something he had always wanted, Dr. Richard-
son says, and he “looks back fondly” on his experience. “I believed we were doing important stuff,” he says. “It was worthwhile—I wasn’t just clocking in or out.”

“C"laudia developed an amazing knowledge of the campus as a whole,” says Associate Dean Ron Shuler. “She’s one of the few people who have an overview of the campus and a commit-
ment to the campus at large.” And her purseview extended beyond the boundaries of UCLA, and even California.

Claudia “is a major player system wide,” Dr. Shuler says. “She’s played a powerful role in the UCLA Council of Graduate Deans, where new ideas look to her as a kind of guiding figure, and the national Council of Graduate Schools.” Claudia also served on the Graduate Record Examination Board and the National Science Board, and she was dean in residence for the National Science Foundation Council of Graduate Schools. “She’s an important figure and people look to her for response or input,” Dr. Shuler says. “She’s not timid, and she’s willing to say what she thinks. She can say no to people and, because she’s so charming and exuberant, keep working with them.”

“She truly changed the entire course of my life.”

Belinda Tucker, professor of psychiatry & biobehavioral sciences, Bunch faculty associate, and an associate dean in the Graduate Division since 2008, recalls her first meeting with Claudia in the late 1970s. Claudia was determined to build a strong research program in CABS (Center for African American Studies). Her strategy in part was to bring in a core of energetic and promising
young scholars. At the time, Claudia was searching for someone to direct the research program and Belinda had come to interview for that position. “Admittedly, it did not take much to convince me to leave behind the frigid climes and rather constrained social opportunities in Ann Arbor for sunny days and event-filled nights in California, but Claudia’s enthusiasm and bold vision of what we could build were exactly what I was dreaming of. Here was a woman with confidence, drive, energy, and great intelligence saying ‘come join me’ in what ultimately became a grand adventure. She truly changed the course of my life.”

“A number of the foundational concepts that Claudia embraced and promoted in our early years at CAAS would foreshadow movements to come. We were fundamentally interdisciplinary, with core scholars from anthropology, history, political science, sociology, psychology, and other fields working and thinking together, attempting to tackle core problems. Moreover, African American in Claudia’s CAAS did not refer simply to Black folks in the US. It meant persons of African descent throughout the Americas (foreshadowing the African Diaspora intellectual movements). Indeed, Claudia’s CAAS became a beacon for eminent scholars from around the world.”

“Of course, many of the characteristics that made Claudia the perfect leader of CAAS also made her a generation of young achievers that have enjoyed her leadership as vice chancellor of the UCLA Graduate Division.”

Claudia Mitchell-Kernan is a force to be reckoned with—fortunately, a force for good. Her intelligence, knowledge, commitment, and eloquence are rarely to be found at such high levels in one person. On those occasions when our instructive views on issues differed, I found that it was invariably wise to listen to her rationale, to discuss our differences, and to reconvene my position in light of her insights and arguments. Sometimes I came around, and sometimes not, but the interaction with her was always valuable.

Albert Carnesole
Chancellor Emeritus and Professor

She provided strong guidance during the course of my PhD studies. she found my extremely attentive to my good news as well as my pain and setbacks. Claudia never abandoned me, she always provide me the helping hand to progress to achieve my PhD. She gave me access to needed contacts to help me during the tough moments in graduate school.

Two things stand out very clear about Claudia, and I admire her for these qualities. First, she is a very intelligent, thoughtful and strategic individual. I learnt from her to think well and to think strategically. Secondly, she is very attentive and communicative. She responds to emails, phone calls, or even small notes dropped off to her office. In the midst of several emails and demands on her time, she responds promptly to the needs of young folks like me. I found this quality worthy of emulation. She is high and tall in achievement.

There is no way I can narrate my graduate study achievement at UCLA without the positive fingerprint of Claudia, I remained extremely grateful to her. She supported my application for a permanent residency status with an outstanding letter of recommendation. I am very proud of this great woman, and I am confident she has for herself a generation of young achievers that have enjoyed her leadership as vice chancellor of the UCLA Graduate Division.

God bless Claudia and her future endeavors!”

Oluyemisi Olaniran, ISS (UCLA), PhD (UCLA)

She had this wonderful laugh that I could hear from across the street.

The first time I saw Claudia was from a distance,” says Chon Noriega, who at the time was an assistant professor in the department of Film, Television, and Digital Media. “She was a powerful figure, seemingly well over six feet tall, and she had this wonderful laugh that I could hear from across the street.” For the past eight years, Dr. Noriega has been the director of the Chicano Studies Research Center, where he has had an opportunity to work closely with Claudia.

Dr. Noriega recalls the major challenges that he faced taking up the leadership of center in 2002 at the onset of brutal and persistent budget cuts for the University of California. “It was tough on almost all fronts,” he explains. But he felt that the center’s mission was crucial to the future of the university itself, supporting research and programs that benefit some of the most vulnerable graduate student populations, including international students, students with families, and underrepresented minorities. Claudia’s concern for and dedication to students will always be remembered by those of us who served with her, and she is a role model for all who serve the university in the future.”

John (Mac) Marston

Claudia has been a great mentor and leader during my time at UCLA. Her insight and contributions to graduate students and the broader community can not be underestimated. I would regularly seek her counsel and always found myself inspired and encouraged to be effective, be excellent and be energetic. I will miss Claudia and the impact she has had on my life and trajectory.

D’Artagnan Scorza
PhD Student, Education
Former UC Student Regent

Actresses Beah Richards, Rosalind Cash, and Denise Nichols join in the celebration in honor of former Chancellor Emeritus and Professor Claudia Mitchell-Kernan.
Graduate Student Accomplishments

COMPUTER SCIENCE

Bin Liu and Yi Zou (aka WESTWOOD RELOADED): Won first place at CADathalon. The International Conference on Computer-Aided Design (ICCAD), San Jose, CA, November, 2010. Advisor: Jason Cong. The CADathalon competition is open to all graduate students specializing in CAD currently enrolled full-time in a PhD granting institution in any country. It challenges students in their CAD knowledge, and their problem solving, programming, and teamwork skills, and assists in the development of top students in the electronic design automation field. The contest provides a platform for SIGDA, academia, and industry to focus attention on the best and brightest of next generation CAD professionals. Students were given a number of problems that ranged in difficulty and topics. The judges were experts in electronic design automation from both academia and industry. Congratulations, Bin and Yi!

ANTHROPOLOGY


APPLIED LINGUISTICS


ARCHAEOLOGY


ART HISTORY


COMMUNITY HEALTH SCIENCES


BIOMEDICAL ENGINEERING


CIVIL ENGINEERING


COMMUNITY HEALTH SCIENCES


NEUROSCIENCE

Andrew J. Brumm: (Recipient)研发中心 Clinical Research Team for the National Institutes of Health, December, 2010.


PUBLIC HEALTH


Slavic Languages & Literature


Psychology in Action is an organization formed by UCLA psychology doctoral students. The group’s goal is to communicate psychological research to community members and other interested parties outside of the field. Psychology in Action members do so via community outreach, blogging on psychologyinaction.org, and through dissemination of research reviews on newsletters that are available on their website. The group was founded by Adi Jaffe, Ph.D. in 2007, who was then a graduate student in psychology. Psychology in Action now has over 25 contributing members, and is lead by a team from diverse psychological perspectives, including Kate Humphreys, Yalda T. Uhls, Alexandra Dupont, Genna Erlikhman, and Keely Muscatell. Jaana Juvonen, Ph.D., a professor in developmental psychology, is the faculty mentor. In the last year, Psychology in Action has expanded its reach, and the website has received a considerable increase in visitors, growing in just six months from an average of 350 page views a month to over 2700 page views a month. You can find out more about outreach events, access the newsletters, and learn more about its mission and members on http://psychologyinaction.org/about/.

www.psychologyinaction.org