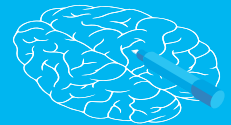
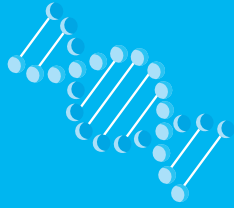
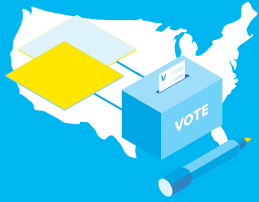


UCLA College Magazine

WINTER 2017



**20 YEARS OF
BIG IDEAS**
Inside UCLA's
Freshman Clusters





The Deans of the UCLA College
From left to right:

Miguel García-Garibay
Dean of Physical Sciences

Darnell Hunt
Dean of Social Sciences

Patricia Turner
Senior Dean
Dean and Vice Provost for
Undergraduate Education

David Schaberg
Dean of Humanities

Victoria Sork
Dean of Life Sciences

BIG IDEAS THAT CHANGE OUR STUDENTS ... AND THE WORLD

At UCLA, we don't consider an undergraduate education to be merely the key that opens a door to the next opportunity. We're a university of big ideas, and we see education as a passport that Bruins benefit from for the rest of their lives.

Here, we aim to instill knowledge and experiences that will serve our students long after they have left Westwood, whether they choose to continue to graduate school, enter the private sector or serve communities around the world.

We do so by providing a rich and innovative undergraduate experience supported by nationally renowned programs, such as our Undergraduate Research Centers, which expose undergraduates early on to the rewards of conducting research alongside faculty at the forefront of their fields, and our Academic Advancement Program, which provides first-generation and underrepresented students with the resources they need to succeed.

And few programs exemplify the university's commitment to a dynamic and rewarding education more than UCLA's Freshman Clusters, which this year celebrates its 20th anniversary. Clusters assist with transition to university life through yearlong courses led by teams of distinguished

faculty and graduate students from different disciplines. Throughout the year, faculty and students together explore multiple perspectives of some of the most enduring topics of our time, immersed in interactive, inquiry-based teaching and learning.

Clusters expand our students' horizons in a way other courses cannot, by showing them a view of the world in context and offering new ways of looking at issues affecting everyday life. We believe that participating in Clusters is the ideal way for our freshmen to launch not only their undergraduate education but also their path to success in college and after graduation.

We invite you to dive into the central spreads of this magazine to better understand the rich world of big ideas our students are exposed to every day they are on campus—ideas that prepare them for the world ahead and empower them to make a difference everywhere they go.



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Freshman Clusters

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UNDERGRADUATE EDUCATION
20 Years of Freshman Clusters

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UCLA TOPS NATIONAL AND INTERNATIONAL RANKINGS



public institution in the country according to *The Wall Street Journal/Times Higher Education Top Colleges* rankings.

UCLA the No. 1 public university in *Wall Street Journal/Times Higher Education* ranking

In the second annual *Wall Street Journal/Times Higher Education* "Top Colleges" ranking, UCLA has been selected as the No. 1 public institution in the country. In addition, of the more than 1,000 public and private institutions assessed, UCLA tied for No. 8 overall in the area of campus diversity and inclusion and ranked No. 25 overall. The rankings measure student engagement, student outcomes, resources and learning environments.

The ranking incorporated the results of the Times Higher Education U.S. Student Survey, which collected the opinions of more than 200,000 current university students, government data sources and findings from the Times Higher Education Academic Reputation Survey.

"The fact that there are only two publics in the top 30 is part of the narrative that there is a crisis in public higher education," Phil Baty, Times Higher Education rankings editor, said

in a story in *The Wall Street Journal* about the rankings. "We are seeing some real challenges in terms of resources, and I think this kind of inequality, this defunding of great American public schools, is a serious issue."

Tied for No. 1 public university in *U.S. News 'Best Colleges'* ranking

UCLA shares the No. 1 spot with UC Berkeley in the 2018 *U.S. News & World Report* "Best Colleges" rankings.

The *U.S. News* methodology emphasizes factors that tend to favor private universities, such as endowment size, rate of alumni giving and student-faculty ratio. Overall, when both public and private institutions were assessed, UCLA tied for the No. 21 position alongside UC Berkeley, Emory University and the University of Southern California.

UCLA also ranked No. 1 for economic diversity among the top 25-ranked universities, based on number of UCLA undergraduate students receiving Pell Grants (37 percent). In addition, the publication



public university in the *U.S. News & World Report* rankings, tied with UC Berkeley.

chose UCLA as the No. 1 public institution among the “best colleges for veterans” (tied for No. 5 overall). UCLA tied for the No. 6 public university (tied for No. 30 overall) among “high school counselors’ top college picks,” which is based on academic advisers’ impressions of the quality of undergraduate education at each institution.

For ethnic diversity, UCLA tied for No. 8 among American public universities (tied for No. 11 overall).

More recognition on the global stage

UCLA is No. 3 among American public universities and No. 13 in the world, according to the *U.S. News & World Report* “2018 Best Global Universities” rankings. Based on the evaluation of the top 1,250 universities across 74 countries, the rankings measure global and regional reputation and academic research performance using 13 indicators.

UCLA ranked highly in several of these indicators, including global research reputation (No. 8), publications (No. 13) and number of papers that are among the top 1 percent most cited (No. 12).

Another survey, the Academic Ranking of World Universities compiled by Shanghai Jiao Tong University, named UCLA the No. 2 public university in the U.S. and the 12th best in the world — public or private.



#13 university in the world, according to the *U.S. News & World Report* “2018 Best Global Universities” rankings.

GRANTS FUND INNOVATIVE TEACHING AND RESEARCH

\$1 million grant to reinvigorate undergrad science education

UCLA has been awarded a five-year \$1 million grant from the Howard Hughes Medical Institute (HHMI) as part of its Inclusive Excellence initiative. More than 500 colleges and universities applied for the Inclusive Excellence 2017 awards, and 24 were selected. Professor **Tracy Johnson**, who holds the Maria Rowena Ross Chair of Cell Biology and Biochemistry, is an HHMI professor and is director of the new program.

UCLA will use the funding to reinvigorate undergraduate education, especially for transfer students, so that larger numbers of undergraduates receive an “authentic research experience” in which their education is collaborative, interactive and evidence-based, with a focus on problem-solving, Johnson said.

UCLA will also use funding from the grant to expand workshops in which faculty in the life sciences and physical sciences learn interactive teaching practices that will help to retain more students in the sciences. Undergraduates who engage in research stay in STEM (science, technology, engineering and

mathematics) fields at a higher rate than students who do not. Transfer students have historically participated in research at a substantially lower rate than other undergraduates, Johnson said.

HHMI is the largest private, nonprofit supporter of science education in the United States.

\$1.1 million grant for ‘Science and the Big Questions’

The John Templeton Foundation awarded UCLA a \$1.1 million grant as part of its “Science and the Big Questions” program.

The grant will help **Patrick Allard** (of the UCLA Institute for Society and Genetics), **Amander Clark** (Molecular, Cell, and Developmental Biology), and **Hannah Landecker** (representing the UCLA Institute for Society and Genetics/Sociology) to answer several long-standing scientific questions related to heredity: How is the genetic information contained in germ cells altered by an environmental exposure? Can a memory of this exposure be passed on to the subsequent generation?

The team will explore these questions from a unique dual biological and sociological perspective.



HONORS FOR FACULTY AND ALUMNAE

UCLA professor, UC center win national awards for promoting lab safety

Nancy Wayne, professor of physiology, associate vice chancellor for research and chair of the advisory board for the UC Center for Laboratory Safety, was honored this month with a national award for promoting laboratory safety. Wayne received a 2017 Campus Leader Who Cares Award of Honor from the Campus Safety, Health and Environmental Management Association.

Wayne's responsibilities include developing programs to address the regulatory requirements on principal investigators, clarifying safety regulations to researchers, improving communications between health and safety professionals and researchers, and improving the culture of laboratory safety campuswide.

The University of California Center for Laboratory Safety also received a 2017 CSHEMA Innovation Award of Honor. The center's executive director is Craig Merlic, professor of chemistry at UCLA.



Nancy Wayne



College faculty receive teaching awards

Faculty from the College are among the recipients of UCLA's highest honor for teaching, the 2017 Distinguished Teaching Awards. Winners were selected in three categories: senate faculty members, teaching assistants and non-senate faculty members.

Senate faculty awardees from the College were professor of classics **Alex Purves**, professor of ecology and evolutionary biology **Donald Buth**, professor of sociology and gender studies **Abigail Saguy** and professor of molecular, cell and developmental biology **Alvaro Sagasti**. In addition, three special awards were made to winners of the teaching awards. This year, Buth received the Eby Award for the Art of Teaching, Purves was awarded the Distinction in Teaching at the Graduate Level, and Sagasti received the

Undergraduate Mentorship Award.

The teaching assistant awardees were **Aaron Crawford** (sociology), **Matthew Thomas Fontana** (chemistry and biochemistry), **Gabrielle Johnson** (philosophy), **Sydney Miller** (English) and **Kendra Nyberg** (bioengineering and integrative biology and physiology).

The non-senate faculty awardees from the College were **Benjamin James Lewis** (linguistics) and **Mary Corey** (history).

Winners were chosen from nominations from colleagues across campus and recommendations by students, and factors included involvement in projects that affect the community and profession as well as the nominees' approach to teaching.

Watch interviews with the winners at <https://ucla.in/2zyHWUM>.

Professors of biology and chemistry honored as 2017 Packard fellows

Elaine Hsiao, UCLA assistant professor of integrative biology and physiology, and **Hosea Nelson**, UCLA assistant professor of chemistry and biochemistry, are among 18 outstanding young scientists in the U.S. to be awarded Packard Fellowships for Science and Engineering by the David and Lucile Packard Foundation.

Packard fellowships enable the nation's most promising professors to pursue science and engineering research early in their careers with few funding restrictions, providing them with the freedom to take risks and explore new scientific frontiers. UCLA is the only university to have more than one 2017 recipient.

NASA selects UCLA alumna for 2017 astronaut candidate class

Jessica Watkins, who earned her Ph.D. in geology from UCLA in 2015, has been selected by NASA to join the 2017 astronaut

candidate class. NASA selected 12 for the class out of more than 18,300 people who applied. Watkins will begin two years of training as an astronaut candidate. Upon completion, she will be assigned technical duties in the Astronaut Office while she waits for a flight assignment. She thanked and praised An Yin, a professor in the UCLA Department of Earth, Planetary, and Space Sciences, for his support of her goal and his mentorship as her Ph.D. adviser.

UCLA presents inaugural Pritzker Award to environmental economist Dan Hammer

On Nov. 8, UCLA presented the inaugural Pritzker Emerging Environmental Genius Award to environmental economist and data expert **Dan Hammer**, a UC Berkeley doctoral candidate who has worked to make information about the environment accessible and understandable for journalists. Created by UCLA's Institute of the Environment and Sustainability and funded as part of a \$20



Dan Hammer

million gift to UCLA from the Anthony and Jeanne Pritzker Family Foundation, the award recognizes individuals 40 and younger who have shown exceptional promise as champions for the environment.

Former poet laureate Juan Felipe Herrera receives UCLA Medal

Juan Felipe Herrera, the former U.S. poet laureate, returned to his alma mater Oct. 30 to accept the UCLA Medal, the campus' highest honor. Herrera was poet laureate from 2015 through September 2017, the first Latino person to receive that honor. He also was among the first Latino students to attend UCLA on scholarship, where he earned a bachelor's degree in anthropology.



Juan Felipe Herrera



Jessica Watkins

WITH EXPANDED ACCESS AND RENEWED VIGOR, UCLA'S WILLIAM ANDREWS CLARK MEMORIAL LIBRARY REOPENS IN JANUARY

By Jessica Wolf

UCLA's William Andrews Clark Memorial Library will officially reopen Jan. 21, restoring public access to the university's renowned collection of rare books and manuscripts from England's Tudor period through the 18th century, including a large repository of materials related to Oscar Wilde.

An architectural and archival treasure surrounded by the constantly evolving West Adams neighborhood of Los Angeles, the William Andrews Clark Memorial Library has been closed for more than two years for a major seismic retrofit and to bring the historic building into compliance with the federal Americans with Disabilities Act.

"The Clark is a gem and now we are letting the world know that we have restored this beautiful treasure for the 21st century, and we are going to continue to take care of it," said Helen Deutsch, the new director of UCLA's

Center for 17th- and 18th-Century Studies and the Clark Library. Deutsch has always considered the Clark her intellectual home, having first arrived there as an Ahmanson-Getty postdoctoral fellow to work on a book about Alexander Pope.

The ribbon-cutting ceremony will include a poetry reading by Maximillian Novak, professor emeritus of English; 18th century-themed desserts made from recipes curated from the library's collection; and maybe even some croquet on the lawn, a favorite activity of prominent philanthropist and collector William Andrews Clark Jr., who bequeathed the library to UCLA in 1934.

Clark librarians are also putting together an exhibit highlighting the history of the Clark, featuring archival photos and documents from the collection, which will be on display for the grand reopening.

**Anna Chen and
Helen Deutsch**



Culmination of two years of work

Retrofitting a building on the California historic registry was a massive undertaking requiring some creative problem solving. Contractors had to drill down through the roof to reinforce the building with earthquake-safe rebar. For part of the exterior of the new pavilion, they found the original brick maker, who was able to replicate the historic brickwork and unique lavender grout that is a signature of the original building. Much of the electrical system also had to be upgraded.

The project included major reinforcements for earthquake safety, as well as reallocating office spaces and building a new pavilion that allows space for an elevator and ramps that improve access for people with disabilities.

Clark staff and UCLA architects took the opportunity to make other changes as well, adding Wi-Fi access to all spaces, building an expanded annex to store the library's

burgeoning collection, constructing a new orientation room to introduce scholars and visitors to the Clark's services, as well as creating a fully equipped smart classroom to facilitate interactions with the collections by students, faculty and other researchers.

Open doors

The space has been sorely missed by scholars in the 17th- and 18th-century studies community, Deutsch said. She is eager to work with faculty to restore the number of fellows who work on site to pre-closure levels.

"The thing that makes the Clark very special and part of UCLA, and unlike a place like the Huntington, is that the Clark is open to the public," she said. "Anyone can come and work here. We are open to students of any level as well as to amateur scholars, and you don't have to have a university affiliation. We really are looking forward to welcoming everyone back."

With the support of generous donors, staff also took the opportunity to undertake a variety of cleaning and restoration projects including the intricately painted ceilings in the Clark's vestibule, and the two large decorative stone urns and four fountains on the grounds. A 1930s sun dial was also repaired and now hangs prominently on the new building. A new, airier lounge area for visiting scholars will be named in honor of beloved Professor Novak, who has been a fixture at the Clark for decades.

Preservation of the collections

Deutsch said she plans to continue prioritizing access, preservation and conservation of the 1926 building as well as its eclectic and prolific collections of artwork, rare books and manuscripts.

Deutsch said, "We have so much valuable material at the Clark. The art collection alone has never been fully cataloged, and a grant from the Mellon Foundation will let us begin doing that right away."

Finishing touches are still underway, but some of the much-loved Clark events have already begun anew on site, including an October chamber music performance from the Lincoln Trio. An opera based on Jane Austen's "Mansfield Park," specially created for the Clark and directed by Peter Kazaras, director of Opera UCLA, was performed in

June. The Clark's monthly classical performances are back for the 2017-2018 season.

"There was a palpable sense of excitement for people to get back on the property," Deutsch said.

As of August, the Clark also has a new head librarian, Anna Chen, who fell in love with the Clark at first sight.

"My first library job was to catalog 17th- and 18th-century bound manuscripts, which gave me a solid grounding and love for this time period," Chen said. "Joining the Clark is such a privilege and, in some ways, a homecoming for me to shepherd the same kinds of holdings that first inspired me to become a librarian."

Chen also is starting to think about other ways to enhance the visitor experience and effectiveness of the space, including seeking out sustainability experts at UCLA to discuss ways to manage the nearly five acres of gardens and lawns, Deutsch said.

Chen and Deutsch, along with Head of Research Services Philip Palmer and Manuscripts and Archives Librarian Rebecca Fenning Marschall, are also keen to expand the Clark's digitization and digital humanities efforts. A recent grant from the National Endowment for the Humanities provided \$261,000 to produce digital facsimiles of 279 annotated volumes from the hand-press era (ca. 1455-1830) and make them freely available online.

Deutsch would also like to see more fellowship opportunities for grad students who are interested in librarianship.

"We have such great examples in Phil and Anna, both of whom hold Ph.D.s in literature, of how librarianship and literary studies energize each other," she said. "Librarianship itself takes a lot of intellectual creativity and imagination."

"THE CLARK IS A GEM AND NOW WE ARE LETTING THE WORLD KNOW THAT WE HAVE RESTORED THIS BEAUTIFUL TREASURE FOR THE 21ST CENTURY."

- HELEN DEUTSCH



One of the Clark's large decorative stone urns, shown before and after cleaning and restoration. The work was part of a two-year renovation of the library.

REVITALIZING AN OASIS IN THE MIDDLE OF THE CITY



By Stuart Wolpert and Margaret MacDonald

Not many people know there's a 7 1/2 acre oasis on the UCLA campus that is home to 3,000 plant species, or that it's been there since 1929 — the year the university moved to Westwood.

The Mildred E. Mathias Botanical Garden is undergoing the largest, most comprehensive upgrade in its history, one that will allow UCLA to better highlight the natural beauty, utility and incredible diversity of the plant kingdom for the benefit of the campus community and the general public.

The garden, which includes many plants not found anywhere else in California, has a wide range of environments within its borders, from the sunny, dry desert and Mediterranean sections on the eastern edge to the shady verdant interior. Among the garden's offerings are collections of tropical and subtropical trees, Australian plants, conifers and Hawaiian plant species.

Dean of Life Sciences Victoria Sork said the garden is an important outdoor laboratory for undergraduate science courses and plant research, a learning destination for the more than 1,500 K-12 students from Los Angeles who visit each year, and a venue

for community events ranging from music recitals to poetry readings.

Nurturing a neighborhood treasure

"The garden is a cherished part of our community, but has been desperately in need of improved infrastructure and maintenance," Sork said. "Chancellor Gene Block is committed to achieving this, and we intend to raise \$25 million over a decade to do so."

The latest improvement is the La Kretz Garden Pavilion, which houses a new welcome center and classroom and meeting space. Made possible by a lead gift from UCLA alumnus Morton La Kretz, the pavilion is part of the first phase in a series of renovations to increase the garden's visibility and upgrade its infrastructure, including improving the trails and adding an irrigation system.

There are also plans to build an informal patio with a fountain, improve pathways, add a new Westwood entrance, renovate a



Open to the public, the Mildred E. Mathias Botanical Garden is a botanical wonder hidden in plain sight on the UCLA campus.

200-foot stream that is home to turtles and koi, upgrade the garden's outdoor amphitheater, add plants that increase the diversity of specimens, and expand plant collections from California and Baja California.

Sork praised the "beautiful building and creative design work" of Michael Lehrer, president of Lehrer Architects, and Roberto Sheinberg, the firm's director of design, who are leading the garden's revitalization project. They are working on the project in partnership with Mia Lehrer + Associates and UCLA Life Sciences.

Roots in research

Beyond a teaching space, the garden is an active research site used by UCLA science faculty and students to delve into projects such as studying plants' DNA to reconstruct their evolutionary histories, conducting surveys to better understand plants' susceptibility to climate change and drought, and

experimenting with restoring degraded soils for food and biofuel production.

But the main draw for the general public is the tranquility of this natural space in the middle of an urban area.

"When I give tours, everybody is amazed by the beauty of the garden," said Philip Rundel, director and a distinguished professor of ecology and evolutionary biology who holds a joint appointment in the UCLA Institute of the Environment and Sustainability. "They can't believe they are in West L.A."

"We are preserving and improving this magnificent garden for future generations so that people can reconnect with nature and plants," Sork said. "Many people don't even know this treasure exists, but it's free and open to everyone. While visitors enjoy the garden's beauty, they can also learn about ecosystems, biodiversity and conservation."

HISTORY

The garden was started in 1929 along an arroyo on the east side of the campus, where native willows grew along the creek bed and dry hills supported coastal sage scrub, native to Southern California. By 1947, the garden contained about 1,500 species and varieties of plants, and by the 1950s it included eucalyptus and other Australian plants, gymnosperms, palms, succulents, aquatics, and camellias.

Since the early 1960s, efforts have been made to grow plants from the tropics and subtropics. Over the years, special collections have been established that include Malesian rhododendrons, the lily alliance, bromeliads, cycads, ferns, Mediterranean-type climate shrubs (e.g., chaparral), and native plants of the Hawaiian Islands.

In 1979, the garden was named for former director Mildred E. Mathias in recognition of her numerous contributions to horticulture.

@LEARN MORE:

Visit the garden located west of Hilgard Avenue and east of Tiverton Avenue, just a short walk south from Parking Structure 2. The garden is open daily from 8 a.m. to 5 p.m., and until 4 p.m. during winter. It is closed on university holidays. Admission is free.

Watch a video of the garden at <https://youtu.be/g8idANssFRY>

VIOLENT, HEAD-ON COLLISION PRODUCED THE MOON

By Stuart Wolpert

The moon was formed from a violent, head-on collision between the early Earth and a “planetary embryo” called Theia approximately 100 million years after the Earth formed, almost 4.5 billion years ago, UCLA geochemists and colleagues reported in the journal *Science*.

Scientists knew about this high-speed crash, but many thought the Earth collided with Theia at an angle of approximately 45 degrees or more — a powerful sideswipe. New evidence substantially strengthens the case for a head-on assault.

The researchers analyzed seven rocks brought to the Earth from the moon by NASA missions Apollo 12, 15 and 17. They also analyzed six volcanic rocks from the Earth’s mantle — five from Hawaii and one from Arizona.

How were they able to reconstruct the giant impact? The key to their detective work was a chemical signature revealed in oxygen

atoms. (Rocks are 90 percent oxygen by volume, comprising half their weight.) Most oxygen atoms contain eight protons and eight neutrons and are represented by the symbol ^{16}O . More than 99.9 percent of Earth’s oxygen is ^{16}O , but heavier oxygen isotopes (variants) exist in trace amounts: ^{17}O , with one extra neutron, and ^{18}O , with two extra neutrons.

The Earth, Mars and other planetary bodies in our solar system each have a unique ratio of ^{17}O to ^{16}O — a distinctive fingerprint. A team of scientists from Germany reported last year in *Science* that the Earth and moon have different ratios of oxygen isotopes too.

The new research finds that is not the case. “We don’t see any difference between the Earth and the moon’s oxygen isotopes; they’re indistinguishable,” said lead author Edward Young, professor of geochemistry and cosmochemistry.

Young’s research team used state-of-the-science technology and techniques to make extraordinarily precise and careful measurements, and verified them with UCLA’s new, larger mass spectrometer.

What does the absence of unique chemical signatures between the Earth and moon reveal? If the Earth and Theia had collided in a glancing side blow, the vast majority of the moon would have been made mainly of Theia, and the Earth and moon should have different oxygen isotopes, Young said. A head-on collision, however, likely would have produced a thorough mixing of the Earth and Theia — both in the Earth and the moon, he said.

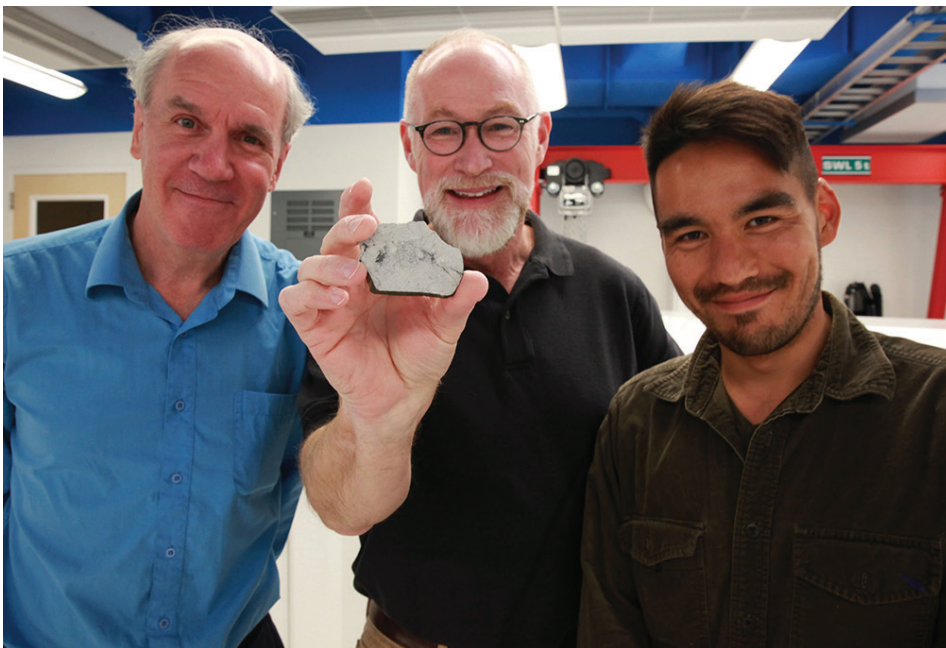
“Theia was thoroughly mixed into both the Earth and the moon, and evenly dispersed between them,” Young said. “This explains why we don’t see a different signature of Theia in the moon versus the Earth. A glancing blow would not be consistent with this.”

Theia, which did not survive the collision (except as a large part of the Earth and moon) was growing and probably would have become a planet if the crash had not occurred, Young said. Theia was probably similar in size to the Earth, he believes.

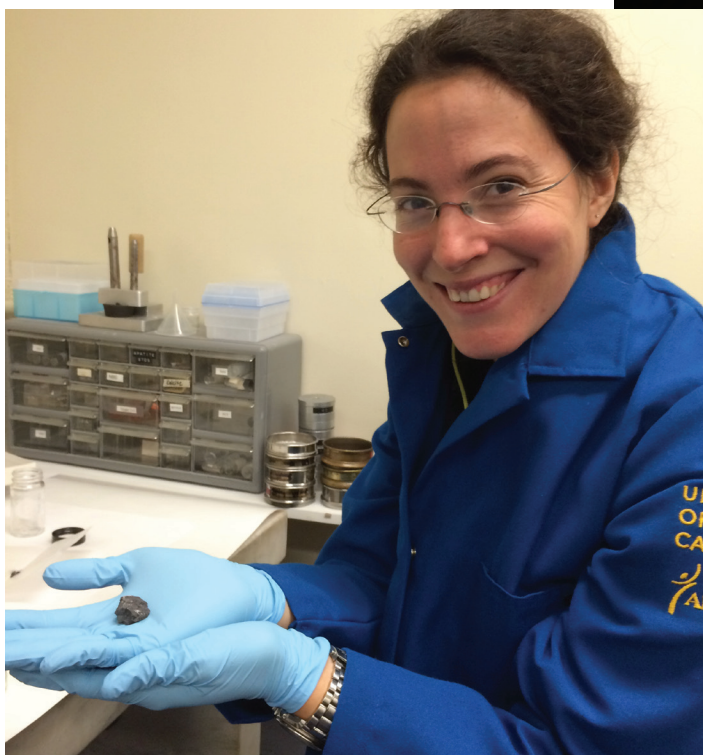
The core of Theia and the core of the early Earth merged to form the Earth’s iron core, he said. The moon is approximately 100 times less massive than the Earth.

Co-authors of the *Science* paper are Issaku Kohl, a UCLA researcher in Young’s laboratory; Paul Warren, a UCLA researcher in the Department of Earth, Planetary, and Space Sciences; David Rubie, a research professor with Germany’s Bayerisches Geoinstitut, University of Bayreuth; and Seth Jacobson and Alessandro Morbidelli, planetary scientists with France’s Laboratoire Lagrange, Université de Nice.

The research was funded by NASA, the Deep Carbon Observatory and the European Research Council Advanced Grant ACCRETE.



Paul Warren, Edward Young and Issaku Kohl. Young is holding a sample of a rock from the moon.



Mélanie Barboni holding a moon rock containing zircons.



The moon is older than scientists thought

Young is part of another UCLA-led research team that reported the moon is significantly older than some scientists believe. Their precise analysis of zircons brought to Earth by Apollo 14 astronauts reveals the moon is at least 4.51 billion years old and probably formed only about 60 million years after the birth of the solar system — 40 to 140 million years earlier than recently thought.

Despite many scientific attempts, using a variety of techniques, the age of the moon has never been accurately determined and remains hotly debated among scientists.

“We have finally pinned down a minimum age for the moon; it’s time we knew its age and now we do: 4.51 billion years old,” said Mélanie Barboni, lead author and a research geochemist with the Department of Earth, Planetary, and Space Sciences.

“Whatever was there before the giant impact with Theia has been erased,” Barboni said. “It’s important to know when Earth started its evolution.”

The early Earth likely had many large collisions over its first 60 million years, Young said.

Barboni analyzed eight pristine zircons from two rocks and samples of soil brought to the Earth from the moon by the Apollo 14 mission. From most moon rocks, it is very difficult to determine their formation ages because they contain a patchwork of fragments of multiple rocks.

“Zircons are nature’s best clocks,” said

Kevin McKeegan, co-author and a professor of geochemistry and cosmochemistry in the Department of Earth, Planetary, and Space Sciences. “The most ancient pieces of the Earth that we have are zircons, which are the best mineral in preserving geological history and revealing where they originated.”

“Zircons are the best mineral at giving up their secrets,” Young said. “They can’t keep a secret.”

The researchers in effect used two clocks with high precision, the first time this has been achieved to date the age of the moon. In the zircons, they analyzed the chemical elements uranium-lead (uranium decays to lead) and lutetium-hafnium (lutetium decays to hafnium). This research was reported in the journal *Science Advances*.

The Earth’s collision with Theia created a liquefied moon, which then solidified. Scientists believe most of the moon’s surface was covered with magma right after its formation. The uranium-lead measurements reveal when the zircons first appeared in the moon’s initial magma ocean, which later cooled down and formed the moon’s mantle and crust; the lutetium-hafnium measurements reveal an earlier event: when its magma formed.

“Together, they tell us the whole story,” Barboni said. “The pieces now fit together.”

Earlier research on the moon has been based on moon rocks that were contaminated by multiple collisions. “They dated some event, but not the age of the moon,” McKeegan said of some previous researchers.

Co-authors are Patrick Boehnke, a former UCLA graduate student in Professor Mark Harrison’s laboratory and now a University of Chicago postdoctoral scholar; Christopher Keller, a former Princeton University graduate student who is now a UC Berkeley postdoctoral scholar; Issaku Kohl, a research geochemist in Young’s laboratory; and Blair Schoene, associate professor of geosciences at Princeton University.

The research was funded by NASA, and Barboni received support from the Swiss National Science Foundation.

UCLA geochemists led by Harrison reported in 2015 that life likely existed on Earth at least 4.1 billion years ago, shortly after the planet formed — and that rather than being dry and desolate, the early Earth was probably much more like it is today than was previously thought.

Harrison’s research indicating the early Earth was wetter and cooler than scientists used to think fits much better with the 60-million-year date for the moon than a 200-million-year date would fit.

HOW DATA DRIVE POLICY, AND HOW THE SOCIAL SCIENCES PLAY A PART

By Jessica Wolf

All scientists rely on data derived from a variety of efforts — evidence gathered from experiments, fieldwork, surveys and data generated by government programs, and now increasingly data generated by firms, social media and electronic devices. Social scientists use data to conduct research in many ways, from basic science to direct analyses of policies, and they are regularly invested in data-gathering efforts that could have far-reaching impacts on government policies that affect the public.

Basic science in the social sciences

The ability to explore questions motivated by abstract theories and to solve puzzles that might not otherwise have been tackled are unique services that academic institutions can bring to the world of data-driven policymaking, said Judith Seltzer, UCLA professor of sociology and director of the UCLA California Center for Population Research.

“Basic science is important,” Seltzer said. “The findings from some basic science projects may not be directly relevant to a specific policy. But these kinds of projects can provide new insights and identify important new questions that can have an eventual impact on policy.”

Seltzer was recently named to the National Academies of Sciences, Engineering and Medicine’s Committee on National Statistics. The committee seeks to improve the statistical methods and information on which public policy decisions are based and works to foster better measurement and understanding of issues ranging from the economy, public health and immigration to the environment and crime.

There are several ways data can inform policy, Seltzer said, from describing the population and how it changes over time, to understanding behavior and causal mechanisms, to evaluating the costs and benefits of programs.

Gaining access to raw data

In September UCLA’s California Census Research Data Center hosted the annual conference of the Federal Statistical Research Data Centers, which included more than 150 participants from UCLA, the Census Bureau and more than 20 other data centers from across the country.

At the meeting, Nancy Potok, chief statistician of the United States, presented findings from the Commission on Evidence-Based Policy, which lays out recommendations for creating a national secure data service that would increase privacy and security measures and create consistent access to big data.

Big data means different things to different people, said Till von Wachter, UCLA professor of economics. It can mean large sets of real-time data derived from devices or the web, or administrative information like medical records. It can also describe smaller data sets with complex elements, such as location-specific inventory management for a company like Amazon.

Recently named associate dean of research for the Division of Social Sciences in the UCLA College, von Wachter is focused on helping faculty to “capitalize on opportunities for cutting-edge research with complex and innovative data sources. “When it comes to big data,” he said, “It’s important for social scientists to be at the table.”



Judith Seltzer

From research to policy

Ideally, for data to have an impact on policy, there should be an existing relationship with government entities, but this is not always the case, von Wachter said.

“A lot in finding out how policy works is about data and research, but if you really want to affect outcomes, that’s unlikely to be sufficient,” von Wachter said. “If you want research to improve the lives of individuals, there has to be a process in place to help with actual implementation.”

Von Wachter also serves as faculty director of the California Policy Lab. CPL’s mission is to partner with California’s state and local governments to generate scientific evidence to solve California’s most urgent problems, including homelessness, poverty, crime and education inequality.

CPL Executive Director Janey Rountree comes from a background in government, and in this pilot year of the lab she has been working to establish relationships with government agencies across L.A. County.

“Connecting researchers to data is important, but it’s only the beginning of a process. If the ultimate goal is to improve public policy and improve people’s lives, we need an active partnership between government and researchers to understand the data, develop research questions, translate results, and hopefully adopt policy changes as we learn. That’s the investment that we are making.”

New methods to answer the question of causation

A crucial step in the process of creating evidence-based policy is showing causation — illustrating whether or not a government program or policy actually improves the outcome of participants, and how individuals’ choices are affected by the policy, von Wachter said.

This isn’t always easy to do and a straight one-to-one comparison of an individual who participated in a program versus one who did not is not entirely effective.



Till von Wachter

Social scientists regularly seek out random experiments or quasi-experiments among a selected population of a program. For example, a team of researchers at Santa Clara County is helping the county to randomly offer housing assistance to certain homeless individuals who would otherwise not have been eligible for housing, and measuring outcomes for the different groups. In another example, a team of researchers in Chicago has randomly assigned kids into different math tutoring schemes, von Wachter said, to see which approaches are more effective.

But the UCLA Center for Social Statistics, which brings together faculty from the social sciences and statistics, is invested in finding a better way to establish causation by developing new quantitative methods, Seltzer said.

“You might not think that the development of new methods is directly policy related, but a new way of asking a question or solving a puzzle can have an impact on evidence-based policy,” she said.

“ THESE KINDS OF PROJECTS CAN PROVIDE NEW INSIGHTS AND IDENTIFY IMPORTANT NEW QUESTIONS THAT CAN HAVE AN EVENTUAL IMPACT ON POLICY. ”

- JUDITH SELTZER



YEARS OF BIG IDEAS

UCLA CLUSTER PROGRAM

Twenty years ago, the UCLA College decided to take an unusual approach to general education. Senior faculty from different disciplines were asked to team-teach yearlong, big-idea “cluster” courses unlike any other offered to freshmen. The courses would explore a single broad topic, such as interracial dynamics or biotechnology, from perspectives as varied as biology, philosophy and urban planning.

Twenty years later, the cluster program has not only proven to be a huge success with freshmen, it has been a synergistic boon to faculty, who say they have learned a great deal from working with others outside their discipline.

On this anniversary, we celebrate the journey with a look at the wide range of topics introduced over the past two decades.

EVOLUTION

1998

START HERE

Take a tour through 20 years of Freshman Clusters, as new topics are introduced over the years.

AMERICA IN THE '60S

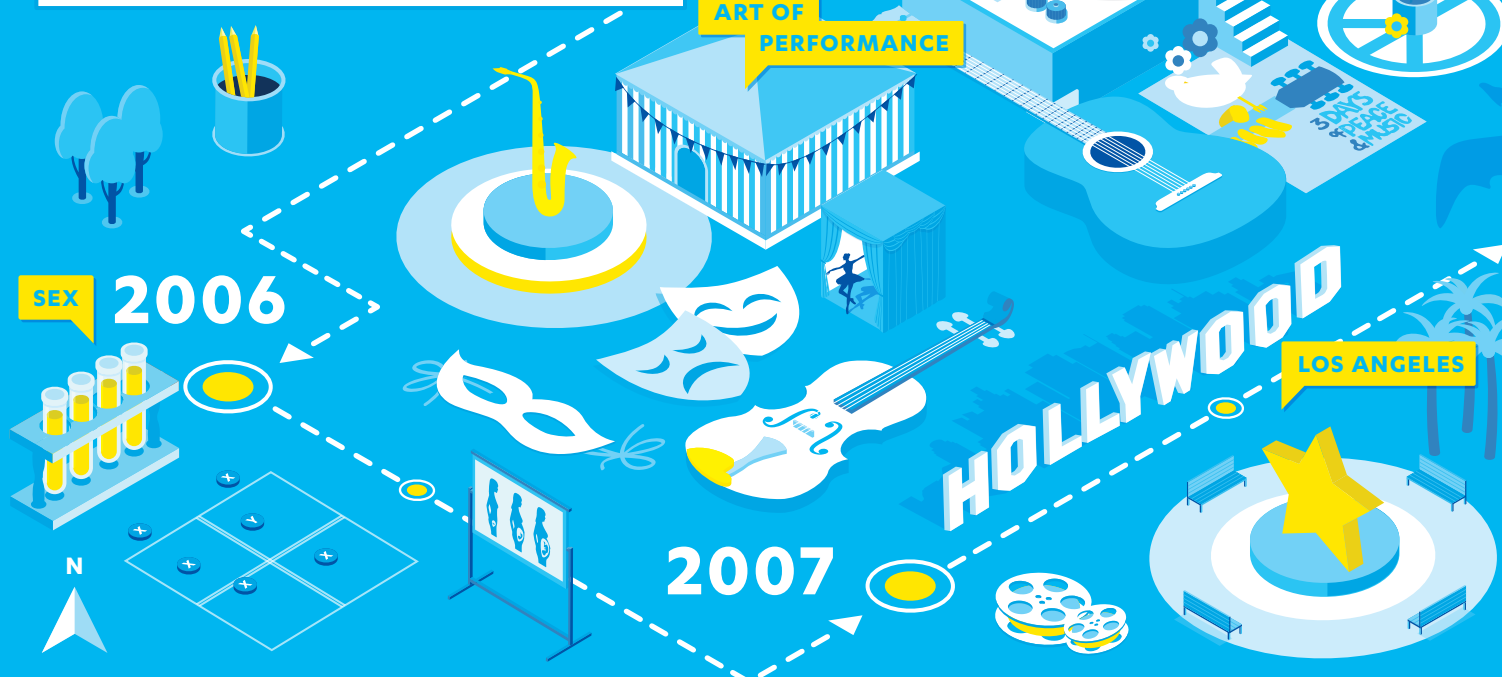
ART OF PERFORMANCE

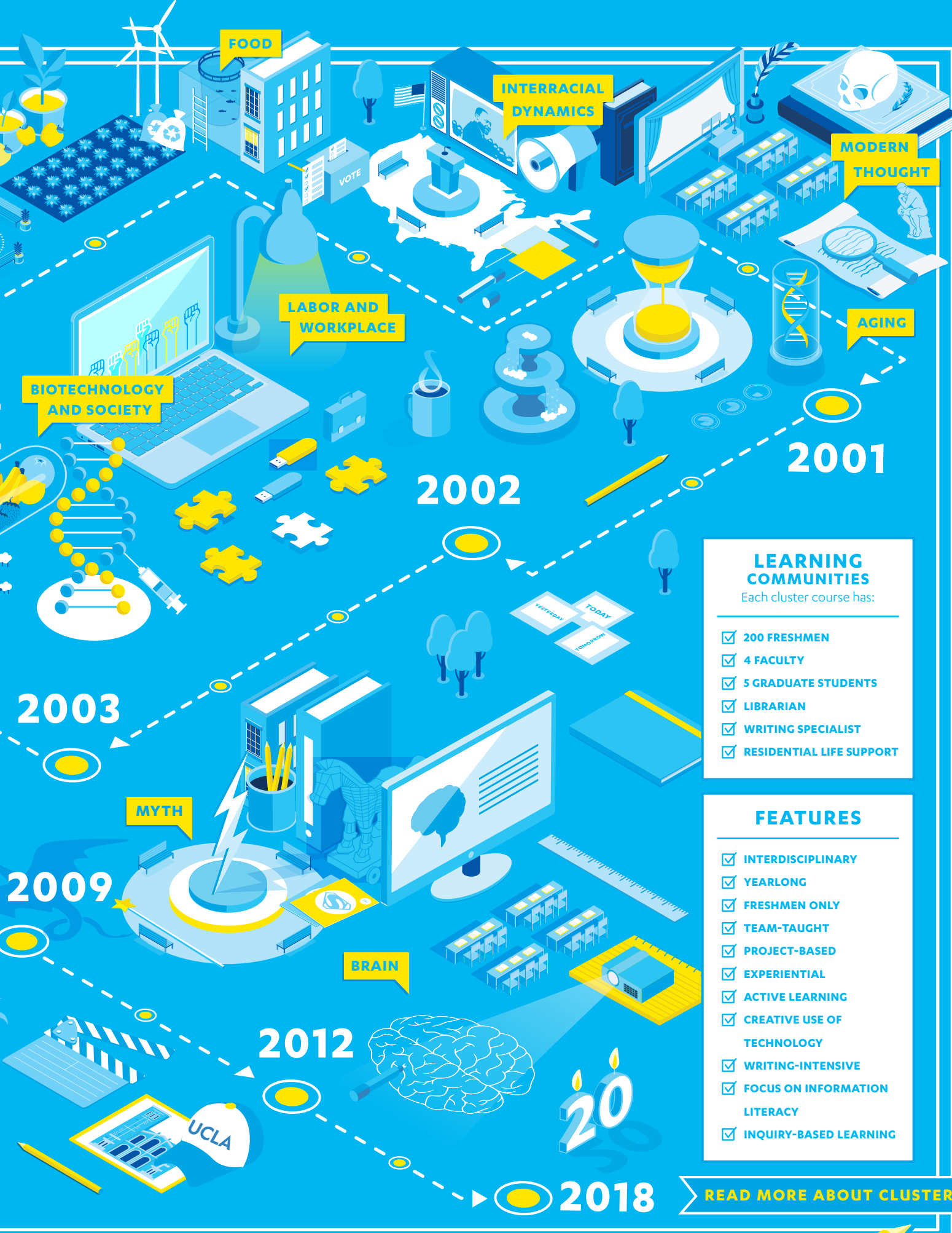
SEX 2006

2007

LOS ANGELES

HOLLYWOOD





LEARNING COMMUNITIES

Each cluster course has:

- 200 FRESHMEN
- 4 FACULTY
- 5 GRADUATE STUDENTS
- LIBRARIAN
- WRITING SPECIALIST
- RESIDENTIAL LIFE SUPPORT

FEATURES

- INTERDISCIPLINARY
- YEARLONG
- FRESHMEN ONLY
- TEAM-TAUGHT
- PROJECT-BASED
- EXPERIENTIAL
- ACTIVE LEARNING
- CREATIVE USE OF TECHNOLOGY
- WRITING-INTENSIVE
- FOCUS ON INFORMATION LITERACY
- INQUIRY-BASED LEARNING

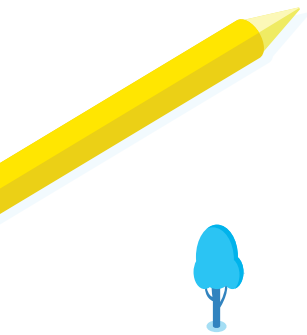
[READ MORE ABOUT CLUSTERS](#)

IN A FAST-CHANGING WORLD, THE ABILITY TO THINK CREATIVELY WILL BE MORE SOUGHT-AFTER THAN EVER BEFORE.

UCLA is pioneering approaches to learning, research and study. The Undergraduate Education Freshman Cluster is an innovative platform for teaching with greater reach and immersion than the traditional lecture. Here we explore four different clusters currently available to UCLA undergraduates.

“This cluster has by far been the most educational and rewarding class I have taken at UCLA.”

- Student in Biotechnology and Society cluster



A SYMBIOTIC LABORATORY

Clusters have exposed students to an extraordinary range of ideas over the last 20 years, with topics including:

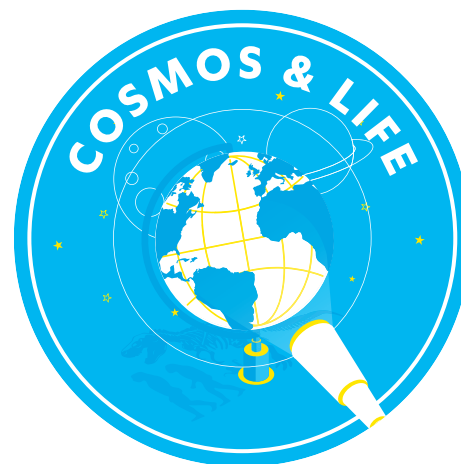
- ✓ AGING
- ✓ AMERICA IN THE '60S
- ✓ ART OF PERFORMANCE
- ✓ BRAIN
- ✓ EAST ASIAN CULTURES
- ✓ GENDERED SOCIETY
- ✓ GLOBALIZATION
- ✓ LABOR AND WORKPLACE
- ✓ LOS ANGELES
- ✓ MODERN THOUGHT
- ✓ MYTH
- ✓ PERCEPTION AND ILLUSION
- ✓ POVERTY IN LATIN AMERICA



BIOTECHNOLOGY AND SOCIETY, EST. '02

Team-taught by faculty from English, gender studies, the Center for the Study of Women, and the Institute for Society & Genetics

In the early days of genetic engineering, few people would have predicted the creation of three-person embryos. As advances in genetics and molecular biology continue, the next generation of leaders must be challenged to think about hard questions, including, "Who should benefit from this new science? How do we determine what modifications of human and other life forms are safe and appropriate?" And, most broadly, "How do advances in biotechnology affect our understanding of ourselves, our relationships with each other, and our role in the natural universe?" In the Biotechnology cluster, students explore this new science from biological, ethical and sociopolitical perspectives.



EVOLUTION OF THE COSMOS AND LIFE, EST. '98

Team-taught by faculty from integrative biology and physiology, ecology and evolutionary biology, physics and astronomy, and earth, planetary, and space sciences

How to put the universe in a nutshell? The Evolution cluster explores the emergence of the universe and its contents — from the Big Bang to the formation of our solar system, and then the development of life on Earth. The emphasis is on the scientific process, answering the question "How do we know that?" and applying this to the astronomical, geological and biological processes that have shaped the evolution of our world from its beginning to the very recent arrival of humans. Experiential learning through labs and field trips allows students to see firsthand the forces that drive evolution, the evidence for the Earth's past, and the techniques used to explore that past and the universe.

FROM 1998
TO PRESENT

30,288
TOTAL STUDENTS

1,277
TOTAL FACULTY

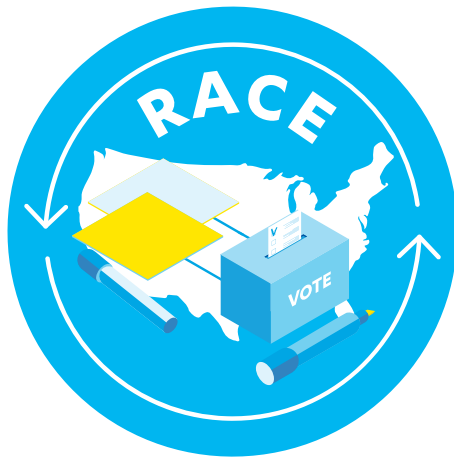
302
TOTAL TEACHING
ASSISTANTS



FOOD: A LENS FOR ENVIRONMENT AND SUSTAINABILITY, EST. '98

Team-taught by faculty from engineering and the Institute of the Environment and Sustainability

As the world's human population surpasses 7 billion — with 1 billion people starving and approximately 1.5 billion overweight — feeding the global population in a healthy, sustainable way in the face of climate change is perhaps the most urgent challenge of our time. Students in the Food cluster explore the complex connections between food and the environment, focusing on scientific, economic, cultural and social factors. The ubiquitous nature of food makes it a remarkable catalyst for interdisciplinary analysis.



INTERRACIAL DYNAMICS IN AMERICAN SOCIETY AND CULTURE, EST. '98

Team-taught by faculty from sociology, history, gender studies, history and Asian American studies

How can a nation as racially diverse as the United States and a state as ethnically varied as California nurture a sense of unity and community? Looking at social and cultural themes that shape contemporary American life, students explore questions such as, "What is the role of race in society today?" and "How are racial stereotypes produced and sometimes challenged in popular culture?" The cluster engages students in active dialogue and debate to teach them to be culturally fluent in the new multiethnic complexities that have displaced the outdated black-white paradigm of U.S. race relations.

BEYOND THE CLASSROOM

Field trips can enhance the education experience by adding context, making subject matter come alive, and creating a learning community for participating students. Cluster faculty have taken students to more than 30 different destinations, including:



MT. PALOMAR OBSERVATORY



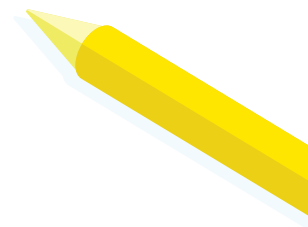
JOSHUA TREE NATIONAL PARK



WESTSIDE FOOD BANK



SAN ANDREAS FAULT



Entering UCLA completely apathetic to science, I never expected to leave with a genuine appreciation of geology, astronomy and life science. A decade later, I still love telling stories about the time I explored the caves of Joshua Tree National Park, star gazed at Death Valley, or went fossil hunting."

- Student in Evolution of the Cosmos and Life cluster

CHANCELLOR'S MATCH BOOSTS THE POWER OF PHILANTHROPY

By Margaret MacDonald

Profiled on these pages are donors whose gifts qualified for the UCLA Chancellor's Centennial Scholars Match, a program introduced in 2016 by Chancellor Gene Block to increase UCLA's endowment for student financial support. Qualifying gifts of \$75,000 to \$1 million for endowed undergraduate scholarships and of \$250,000 to \$1 million for endowed graduate fellowships were matched at 50 percent through this program, which ended in December.

MARCIE AND RITA ROTHMAN

Marcie and Rita Rothman are sisters, lifelong Bruins and big believers in public higher education. They each made gifts to the Rothman Family Centennial Scholars Endowed Scholarship, originally established in 1990 by their father, Raymond Rothman, also a UCLA alumnus.

The scholarship fund supports students in the Academic Advancement Program (AAP), the nation's largest university-based student diversity program.

"With the Chancellor's match, we saw an opportunity to extend and pay tribute to our parents' legacy of giving," Rita Rothman said. "It's gratifying to know that the AAP scholarship makes a difference to so many outstanding students in pursuit of their goals of academic excellence at UCLA."

Wide-ranging support

Art history alumna Rita Rothman is an emerita member of the UCLA Foundation Board of Directors and serves on the boards of UCLA's Ralph J. Bunche Center for African American Studies and Women and Philanthropy. Other campus areas she supports include Friends of Art History, Wooden Athletic Fund, UCLA Gymnastics and the Center for Advanced Surgical and Interventional Technology. A longtime volunteer at UCLA, she was enticed back to campus by the benefit of "going back to school without grades," and was honored to



Rita and Marcie Rothman

be the recipient of the Alumni Association's Award for University Service in 2010.

Cookbooks and food studies

Political science alumna Marcie Rothman, a former TV and radio chef and author of several cookbooks, is active in nonprofit political and environmental organizations and is an avid international traveler and amateur photographer. While exploring options with UCLA Library staff to donate her cookbook collection, she learned about the new food studies minor. This led her to establish the Marcie Rothman Centennial Scholars Undergraduate Scholarship for students in the minor, as well as a library endowment that will allow the academic

community to use the vast resources of the UCLA Library system to further their work in the growing field of food studies.

"What started with me wondering what to do with my cookbooks expanded to supporting students in the food studies minor," Marcie said. "It was a perfect fit."

Reducing student debt

Patricia Turner, senior dean and dean of undergraduate education in the UCLA College, said, "Thanks to the generosity of Rita and Marcie Rothman, and their parents before them, generations of Bruins will earn UCLA degrees without the burden of crippling student debt, ready to make their mark straight out of college."

LESLIE AND LINDA KOEPLIN

Alumnus Leslie (Les) Koeplin and his wife, Linda, have donated \$300,000 toward the establishment of the Leslie W. and Linda L. Koeplin Graduate Fellowship in U.S. Immigrant History in the UCLA College's history department. The Koeplins' gift was the first in the College to qualify for the Chancellor's Centennial Scholars Match. As a result of the match, the gift amount was boosted to \$450,000.

"I am extremely grateful to the Koeplins for their generous and well-directed gift," said Stephen Aron, professor and Robert N. Burr department chair in the history department. "This is a wonderful investment in the UCLA History Department, whose continued excellence depends on our ability to attract the best graduate students."

Inspired by immigration

Aron added that designating the fellowship for the study of American immigration history could not have come at a more opportune time, noting that, in this area especially, a thorough understanding of the past is more essential than ever if we are to think through today's challenges and set the policies that will shape the future.

To Les Koeplin, the issue of immigration is deeply personal: All four of his grandparents were German immigrants who arrived in the U.S. through Ellis Island at the turn of the 20th century.

"I first came to understand immigration through the eyes of my grandparents," Koeplin said. "Later I began to realize that to understand this nation you must understand its immigrants, and that history is the best path to that understanding."

Student support at a critical time

The first in his family to attend college, Koeplin obtained a B.A. from the University of Montana in 1966. He subsequently enrolled at UCLA as a graduate student and was fortunate to be able to afford UCLA's tuition, then \$129 per semester. He was



Les and Linda Koeplin

further supported by the Senator William Andrews Clark Graduate Fellowship, and in 1971 he earned his Ph.D. in history.

"I was fortunate to receive that fellowship, and I want graduate students to enjoy the same support I had during my time at UCLA," Koeplin said.

Policy: From the field to the classroom

Koeplin began his career in the office of then-UCLA Chancellor Charles E. Young in 1970, focusing on international studies and on university relations with corporations, foundations and the federal government. After leaving UCLA he spent 25 years in Washington, D.C., working with the administration, Congress and the higher education associations on issues of federal student aid, research funding and regulatory issues. For a time after retirement, he taught capstone seminars in the history department at UCLA and occasionally returns to campus to speak to graduate students at Career Center events about careers in policy.

Linda Koeplin also worked for UCLA in the early 1970s, first as a secretary in the political science department and then as an

administrative assistant in the Center for Information Services in the Charles E. Young Research Library. The love of learning and technology she acquired at UCLA ultimately motivated her to earn a degree in labor studies from Rutgers University in 1990.

The Koeplins initially considered leaving a bequest to establish the history fellowship, but decided it would be more rewarding to make the gift during their lifetimes.

"We would very much like to meet the first fellows and hear about what they're studying, and that would have been difficult if the fellowship had been in a bequest," Linda Koeplin quipped.

The Koeplins will likely get their wish during the 2018-19 academic year, when the first Koeplin fellow will be selected.

Learn more: Contact Sarah Murphy at smurphy@support.ucla.edu or (310) 794-9005.

\$5 MILLION GIFT FROM MORTON LA KRETZ WILL SUPPORT RENOVATION OF UCLA BOTANY BUILDING

By Margaret MacDonald

A gift of \$5 million from Morton La Kretz, a UCLA alumnus and longtime supporter, will catalyze the renovation of the campus' Botany Building. The restoration and improvements made possible by the donation will enhance research and teaching on plant, conservation and environmental biology in the UCLA College's department of ecology and evolutionary biology.

"Time and again, Morton La Kretz has stepped up to help UCLA fund important work related to environmental sustainability and conservation," Chancellor Gene Block said. "His latest gift will enable us to proceed with long-awaited upgrades that will provide a first-rate facility for faculty and students engaged in vital research on plant and conservation biology."

Designed by pioneering architect Paul Revere Williams and completed in 1959, the Botany Building has been home to generations of renowned faculty and researchers. Its location, adjacent to UCLA's Mildred E. Mathias Botanical Garden in the southeastern corner of the campus, is no accident: The building's third floor features a glass facade overlooking the garden, offering students a view of the garden and the plants they are studying, and inviting ample natural light into the work environment.

Focus on the future of the planet

"My gift is a natural extension to the Mildred E. Mathias Botanical Garden and complements the work being done on plant conservation and environmental sciences in the department of ecology and evolutionary biology



Morton La Kretz, a UCLA alumnus and longtime supporter, at the UCLA La Kretz Garden Pavilion.

and the UCLA Institute of the Environment and Sustainability," La Kretz said.

La Kretz's gift will finance the renovation of conservation research laboratories on the third floor, a first-floor botanical teaching lab, and the building's entrances, as well as additional future renovations.

World-class facility

"Morton La Kretz's generosity will enable the Botany Building to fulfill its potential as a world-class scientific research and education facility, empowering faculty and students to accomplish great things in the decades to come," said Victoria Sork, UCLA's dean of life sciences. "We are incredibly grateful to him for this transformative gift, which underscores his long-standing commitment to conservation and environmental research."

La Kretz's gift is part of the \$4.2 billion

UCLA Centennial Campaign, which is scheduled to conclude in December 2019 during UCLA's 100th anniversary year. He has made several other major gifts to UCLA over the past 16 years, including lead gifts toward the construction of La Kretz Hall, which houses UCLA's Institute of the Environment and Sustainability (IoES), and toward the creation of the La Kretz Center for California Conservation Science, which is administered by IoES and located in the Santa Monica Mountains. In addition, his philanthropy has enabled UCLA to complete major revitalization projects in the botanical garden, including construction of a new north entrance and visitor center.

Learn more: Read about renovations of the adjacent Mildred E. Mathias Botanical Garden, also supported by a gift from Morton La Kretz, on page 8.

"This gift supports important research in plant biodiversity, biology and botany, which are important themes in my philanthropy and are critical for the future of our planet."

- Morton La Kretz

\$5 MILLION GIFT TO ESTABLISH CENTER FOR THE STUDY OF HELLENIC CULTURE

By Margaret MacDonald

A \$5 million grant from the Stavros

Niarchos Foundation will enable UCLA to create the UCLA Stavros Niarchos Foundation Center for the Study of Hellenic Culture. The center, which will be housed in the UCLA College, will build on the university's strengths in Hellenic studies and support research across disciplines ranging from archaeology and classics to languages and digital humanities.

In addition to its teaching and research mission, the center is envisioned as a vibrant cultural hub for the sizable Los Angeles Greek community, which has been formed by generations of families and new immigrants. About 150,000 Americans of Greek ancestry live in California — more than in any other state except New York — with about half of them in Southern California, according to a 2006 U.S. Census Bureau survey.

The center will engage with organizations, churches and academic institutions throughout Southern California to present community programs and generate interest in Greece's historical and ongoing contributions to modern culture.

"We are grateful to the Stavros Niarchos Foundation for helping us establish a permanent home for research and teaching on Greece and the Greeks, ancient and modern," Chancellor Gene Block said. "The Greeks have played an important role in the history of the world and in higher education. Their ideals and achievements have sparked inquiry and teaching, and advanced our understanding of humanity, all of which are echoed in UCLA's own commitments as a public institution."

With the center's support, scholars will pursue new research, develop state-of-the-art digital resources and forge international collaborations for students and faculty.



UCLA professor Ioanna Kakoulli documents the condition of Byzantine and Post-Byzantine wall paintings in the caves of the St. Neophytos Monastery near Paphos, Cyprus.

"Thanks to the Stavros Niarchos Foundation, we are now in a position to contribute even more to the field of Hellenic studies and to connect with cultural institutions and universities near and far to highlight the rich legacy of Hellenic culture in our world today," said David Schaberg, UCLA's dean of humanities.

Engaging the Greek-American community

UCLA will raise an additional \$3 million in external funding in support of the center. The fundraising effort will include engaging with members of the Greek-American community in Los Angeles and throughout the West Coast who wish to play an active role in the center's growth and success.

The grant will include funding for visiting faculty and graduate students from the U.S., Greece and elsewhere. In addition, the humanities division will bolster the core capacity of the center by funding a lecturer hired to teach modern Greek language and literature. And those studying at the center will be able to take advantage of UCLA Libraries' extensive collections related to ancient, Byzantine, early modern and modern Hellenism.

Several recent projects illustrate UCLA faculty's deep investment in Greece, including excavations in Pieria, Greece, for the Ancient Methone Archaeological Project and the creation of an acoustic museum of Greek Byzantine churches. In addition, UCLA recently signed an agreement with Athens' prestigious Benaki Museum to create innovative programming at the Patrick Leigh Fermor House in Kardamyli, Greece, a new cultural center housed in the late writer's residence.

Multidisciplinary exchange

"The Stavros Niarchos Foundation has supported Hellenic studies extensively throughout its 21 year history," said Stelios Vasilakis, the foundation's director of programs and strategic initiatives. "We are proud to be partnering with UCLA to create a thriving intellectual and cultural center that will benefit both the students of UCLA and the Greek-American community on the West Coast. By bringing numerous academic departments together under one roof, the UCLA Stavros Niarchos Foundation Center for the Study of Hellenic Culture will foster multidisciplinary exchange, creating a key resource for the students, the local community and the academic community."

The Stavros Niarchos Foundation (SNF) is one of the world's leading private, international philanthropic organizations, making grants in the areas of arts and culture, education, health and sports, and social welfare. The SNF funds organizations and projects worldwide that aim to achieve a broad, lasting and positive impact. Since 1996, SNF has committed more than \$2.4 billion in grants to nonprofit organizations in 113 nations around the world. Every year, the SNF organizes the Stavros Niarchos Foundation Annual International Conference on Philanthropy and the Summer Nostos Festival, which take place at the SNF Cultural Center in Athens. Both events are free and open to the public.

To support the center, please contact Sarah Murphy at (310) 794-9005 or smurphy@support.ucla.edu.

FIRST-GENERATION COLLEGE STUDENTS GET A PLACE OF THEIR OWN AT UCLA

The new First To Go living learning community provides support for students who are the first in their families to attend college

By Rebecca Kendall

As she put the final touches on her new room in Hedrick Hall this September, Violet Salazar felt a sense of optimism and pride toward a successful academic year. Optimism because the fourth-year human biology and society major and aspiring doctor would soon be surrounded by a community of students, who, like her, are the first in their families to attend a four-year college in the U.S., and pride because this community was developed as a result of her advocacy.

Salazar was joined on her floor by roughly 90 first-generation college students in the First To Go living learning community.

The learning community is “a place where students can come back to at the end of the day and find other students who are going

through similar experiences,” said Salazar, one of the floor’s two resident assistants. “They have a built-in group of students that they can connect with and talk to — people who really understand them.”

First To Go is one of a dozen living learning communities at UCLA designed to bring together undergraduate students with similar interests to immerse themselves in a subject they are passionate about, and one of two that opened for the first time in the fall.

Nurturing a sense of belonging

As a first-generation student, Salazar recalls that the days and weeks leading up to the start of her first year of college, as well as her

Violet Salazar is working with others to plan programs and activities that celebrate the success of first-generation Bruins.





One floor of Hedrick Hall is now a living learning community for roughly 90 first-generation undergraduates.

first months on campus, were filled with a lot of loneliness and uncertainty.

"I was excited for the opportunity to be at a school like UCLA, but it was really hard to find things on my own. I really started to question whether or not I belonged here," she said. "I was very independent and I felt weird asking questions because I sort of saw it as a sign of weakness. In light of that, I kept to myself and didn't really relate to people on my floor. I really felt alone."

She recommends that first-generation students make use of the people and services around them to assist with their transition to college, and not be worried about asking for help.

Comprehensive support across campus

Student resources include the First To Go program, which encourages campus involvement and promotes student retention and success, college academic counseling and mentors and the support of a variety of campus partners. All of these services, resources and programming available to and designed for the living learning community are open to all UCLA first-generation undergraduates, regardless of where they live.

At UCLA, first-generation students make up nearly one-third of the total undergraduate population. In addition, more than 100 UCLA professors identify as being former

"Educating first-generation students is a big part of what this university is about."

– Janet Napolitano, president, University of California

first-generation college students and will be working to raise the profile of the first-gen college experience and sharing their stories.

"The first-generation community doesn't have a face, a race, a gender, a religion, an income level or a nationality," said Symone Morales, coordinator of UCLA's First To Go program, which focuses on the retention and success of first-gen students. "It's a group of people with a shared experience of trying to navigate a university. ... A first-generation college student can be anyone."

Morales, a first-generation student who graduated from the University of North Carolina at Chapel Hill, and Salazar work together to plan programs and activities that celebrate the success of these Bruins, including those to be held during First-Generation College Student Awareness Week.

Ongoing engagement after graduation

In addition, when Salazar graduates in June she will have the opportunity to join

the First-Gen Alumni Network, an affinity group created by UCLA Alumni Affairs to connect UCLA's first-generation grads, plan events and provide networking opportunities. The group already has more than 3,000 members.

These campus activities dovetail with a larger effort by the University of California to encourage academic success among students who are the first in their families to attend college. A new website was launched in August, along with the UC first-generation student success report.

"First-generation students are trailblazers; they're pioneers," Morales said. "They are people who set the tone and are doing something different. Coming to a school like UCLA is a very proud moment for them and for their families."

Learn more: First To Go videos, resources and events are at <http://firsttogo.ucla.edu>



“UCLA provided me not only with a relevant degree for a business career but also with a vocational platform that I’ve been very lucky to run with ever since.”

IN CONVERSATION WITH DAVID CAREY '84

By Margaret MacDonald

As president of Hearst Magazines, economics alumnus David Carey leads one of the world’s largest publishers of monthly magazines, with 20 U.S. titles and close to 300 international editions.

Prior to joining Hearst, he was publisher of *The New Yorker* magazine and group president at Condé Nast. Born in Long Beach to parents of modest means — his father was a grocery store clerk — Carey worked his way through college by selling advertising for the *Daily Bruin* (DB). He and his wife Lauri '83 live in New York and have four children.

What led you to the *Daily Bruin*?

I was the first in my family to go to college and had to figure out how to pay my tuition and room and board. I heard that selling advertising for the DB was a well-paid student job so that’s where I started. By junior year I was the publisher, so I essentially have the same job today as I had 20 years ago, just on a much larger scale! I also started a small student media company during my senior year to help pay the bills. UCLA was where I got my first glimpse into the media business.

Did you have a mentor at UCLA?

The student publications manager, Dick Sublette, helped to reinforce my budding

interest in media. He was basically hired to make sure the kids didn’t wreck the place, but he was so much more than that. He had such care and thoughtfulness for students, and really nurtured our aspirations and media dreams.

How did you end up in New York?

I had my heart set on working in media and specifically for *Esquire* magazine, so I moved to New York shortly after graduation, having turned down a great job offer with Procter & Gamble. My family thought I was crazy! I slept on people’s floors and hung around *Esquire* until they had an entry-level opening. Three years later Hearst acquired *Esquire*, which was a very lucky break, and I started to climb the ladder at Hearst, a much larger company.

What do you love about working in the media business?

It’s endlessly enterprising, creative and a great deal of fun. In my current role, I have the greatest license to function like an entrepreneur but in a big company. We bet on a lot of unconventional business ideas. Not everything works, but you never know where a path might lead.

What do you do in your spare time?

I enjoy reading and spending time with my

four terrific kids. I regularly send them dumb dad jokes through social media. Also, I don’t really follow any sports team or league seriously, so that frees up a lot of time. In fact, I tell people that email is the only sport I’m good at — if there were an Olympic email team, I’d be on it!

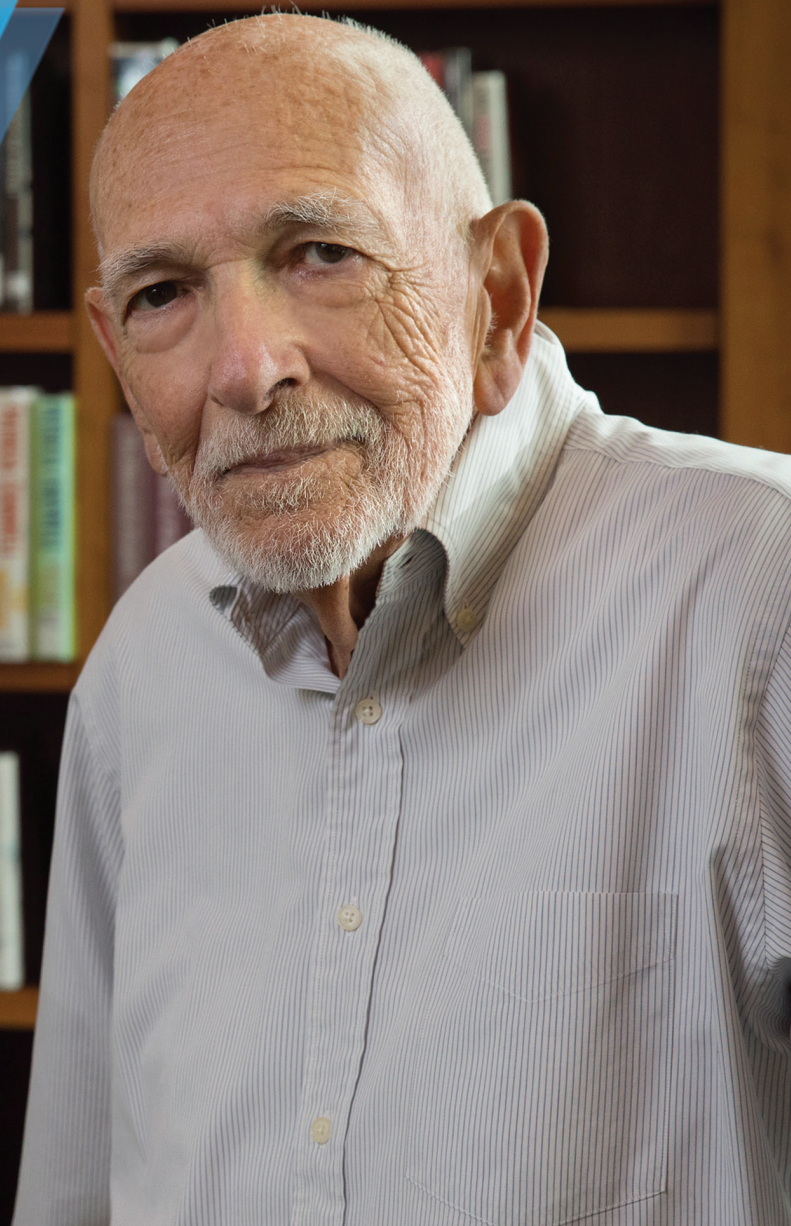
What has UCLA meant to you?

UCLA is just an important institution that changes people’s lives. For me, it was an “economic elevator,” as it still is for so many, and that is such an important role. UCLA provided me not only with a relevant degree for a business career but also with a vocational platform that I’ve been very lucky to run with ever since.

What advice do you have for young people starting out?

When you’re young you can take a risk with a lower case “r,” so try to do something out of school that gets you the most excited, not just the expected job, the prestigious role, or the better paid gig. You have the greatest ability to take on risk in your 20s — my advice is always “go for it.”

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THERE
BE LIVES
CHANGED*



“I GIVE to remain connected with UCLA, which has nourished my growth and continues to promote growth in others.”

HERBERT MORRIS
PROFESSOR EMERITUS
DEPARTMENT OF PHILOSOPHY AND UCLA SCHOOL OF LAW

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