

# UC Berkeley

## Section II: Women in Academic Disciplines - Professional Schools and Colleges

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150 Years of Women at Berkeley, and the School of Education

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## 150 Years of Women at Berkeley, and the School of Education by Dara Tom

October 3, 2020, marked the 150th anniversary of the UC Regents' unanimous approval in 1870 of a resolution by Regent Samuel F. Butterworth: "That young ladies be admitted into the University on equal terms in all respects with young men." The first women were admitted to the university in 1872, and by 1898, Millicent Washburn Shinn earned her PhD from the Department of Pedagogy (the precursor to what is now the Berkeley School of Education).

The [School of Education](#) joined campus in celebrating [150 Years of Women at Berkeley](#) with these profiles of extraordinary women who have left an indelible mark on Berkeley, higher education, and indeed the world.

### MILLICENT WASHBURN SHINN

Millicent Washburn Shinn became the first woman to earn a PhD from the University of California. Only the eleventh PhD in total, she earned her doctoral degree from the Department of Pedagogy (the precursor to what is now the Berkeley School of Education).

Berkeley had welcomed Dr. Shinn once before. Just two years after the university began admitting women in 1872, Dr. Shinn began her undergraduate journey in 1874 and ultimately, earned her bachelor's degree in 1880. A few years later, Dr. Shinn became a successful editor of a San Francisco literary magazine, *The Overland Monthly*. In collaboration with the magazine's owner, a Berkeley classmate, Dr. Shinn published writing pieces to give Californians hope. Given the social issues at the time such as crop failure, droughts, depression, crime, and riots, Dr. Shinn believed it was important that the public better themselves through writing as well.



During 13 years of dedication to the magazine, Dr. Shinn also became invested in child development. After reading Wilhelm Preyer's *The Mind of the Child* (1882), Dr. Shinn compiled three years' worth of data, which noted her niece's physical growth, language, and reflexes. As a result of this outstanding record, Dr. Shinn was invited to speak at the World's Columbian Exposition in Chicago on *The First Two Years of the Child*.

In response to her incredible presentation, Dr. Shinn received invitations from several prestigious graduate schools. With her alma mater in mind and at heart, she devoted her graduate studies to developmental and educational psychology. Specifically, her dissertation was titled "Notes on the Development of a Child" and was published in three installments between 1893 and 1899. For years, her work was considered foundational literature for developmental psychology classes. To Dr. Shinn's surprise, Wilhelm Preyer was impressed and requested that her writing be translated into German.

During her graduate career, Dr. Shinn also published a popular article, "The Marriage Rate of College Women" in *Century Magazine*. Regarding the widespread belief that higher education negatively impacted women's interest in marriage, Dr. Shinn argued that because educated women could support themselves, they could be more selective in their choice of mates. At last in 1900, Dr. Shinn published a popular report of her developmental findings, *The Biography of a Baby*.

## IDA LOUISE JACKSON



Ida Louise Jackson earned her bachelor's degree in Vocational Guidance, Counseling, and Education from the University of California, Berkeley in 1922. During her undergraduate career, Dr. Jackson was only one of eight African American women and nine African American men at Berkeley.

Prior to graduating from Berkeley, Dr. Jackson attended institutions including Rust College in Mississippi and New Orleans University (currently known as Dillard University) where she received her teaching credential. Dr. Jackson also wrote a thesis titled "Education as a Means of Permanent Peace," which emphasizes her commitment to education. Shortly after her studies in Louisiana, Dr. Jackson moved to Oakland, Calif., with her family. She attended Berkeley for the next two years as an undergraduate student and returned the following year to earn her master's degree in Education. During her time at Berkeley,

Dr. Jackson became a founding member of the Rho Chapter of the Alpha Kappa Alpha sorority, the oldest Greek-letter society for African American women in the United States. She remained an active member throughout her life.

Dr. Jackson switched her student role to that of an educator as she began teaching at East Side High School in the Imperial Valley. She became the first African American teacher to be certified by the State of California. In 1925, her teaching career continued as a substitute for Prescott School. Dr. Jackson became the first African American woman to teach in the integrated Oakland Public Schools.



Dr. Jackson's sorority contributions excelled as she oversaw the Far Western Region for 27 years. Specifically, she held the positions of First Supreme Anti-Basileus and Supreme Basileus. One of her many acts of service included organizing a mobile health clinic in Mississippi in 1934. In collaboration with Alpha Kappa Alpha doctors, nurses, educators, and dentists, more than 14,500 children and adults were treated against smallpox and malaria.

After teaching in Oakland for 28 years, Dr. Jackson pursued her PhD at Teachers College, Columbia University. She dedicated further time in higher education as Dean of Women at Tuskegee Institute in Alabama and participated in works such as Irving Stone's book, *There Was Light*, a

group of essays written by UC Berkeley alumni. As a result of Dr. Jackson's incredible contributions, she received several awards and honors. In 1971, Dr. Jackson was elected to the "Berkeley Fellows" honorary society and in 1974, the American Association of University Women in San Francisco awarded a grant in Dr. Jackson's honor. Berkeley continues to recognize Dr. Jackson as well through campus housing named after her, the Ida Louise Jackson Graduate House.

Read more: ["You Should Know About Ida Jackson"](#) by *California* magazine.

## GERALDINE JONÇICH CLIFFORD



Geraldine Jonçich Clifford earned her bachelor's degree (1954) and master's degree in Education (1957) from the University of California, Los Angeles. In 1961, she also received her PhD in Education at Columbia University.

Dr. Clifford was hired as a professor at the University of California, Berkeley in the Graduate School of Education (renamed in 2022 the Berkeley School of Education) in 1967, just the second woman to be granted tenure at the School of Education (Dr. Edna Bailey was the first in 1927).

Dr. Clifford's research interests primarily focused on women in teaching and higher education. Because Dr. Clifford wrote extensively and contributed immensely to the field of education, she was awarded several recognitions and honors. She was the first woman to receive a Guggenheim Fellowship for research in Education in 1965.

Additionally, Dr. Clifford was granted the Willystine Goodsell Award by the American Educational Research Association (AERA) and was a recipient of two fellowships: Yale University's Macmillan

Fellowship (1958) and the Rockefeller Memorial Fellowship (1977).

In addition to Dr. Clifford's roles as a devoted professor and researcher, she was also a passionate author. She published many books including *Edward L. Thorndike: The Sane Positivist* (1968); *The Shape of American Education* (1976); and *Ed School: A Brief for Professional Education* (1988). Her commitment to the field of education was also demonstrated as Director of the University of California's education study abroad program in 1988 and 1989 for locations in Australia and New Zealand.

She also authored [\*Equally In View: The University of California, Its Women, and the Schools\*](#) (1995), which examines the role of women at the University of California.

After 32 years as a Berkeley faculty member, Dr. Clifford retired in 1994.

## **K. PATRICIA CROSS**

K. Patricia Cross holds a bachelor's degree in Mathematics from Illinois State University as well as a master's and PhD degrees in Social Psychology from the University of Illinois.

In 1966, Dr. Cross became a professor and researcher at the University of California, Berkeley. She primarily studied the improvement of teaching and learning in higher education, adult learning, and changing college student populations. For her incredible work, Dr. Cross was a recipient of the Distinguished Research Scientist at Educational Testing Service and Research Educator at The Center for Research and Development in Higher Education awarded by the university.

Dr. Cross has contributed immensely to higher education at many different institutions. She held the position of Dean of Students at Cornell University and Assistant Dean of Women at the University of Illinois. At Harvard University, Dr. Cross also served as a Professor of the Department of Administration, Planning, and Social Policy. In addition to her professorships in the United States, Dr. Cross lectured abroad in various countries such as England, France, Denmark, Japan, New Zealand, and Australia.



Throughout her academic career, Dr. Cross has authored eight books and more than 200 articles, monographs, and chapters. For her remarkable wisdom and leadership, *Change Magazine* voted Dr. Cross one of "the most influential voices" in both 1975 and 1998. Dr. Cross was also awarded the Outstanding Service Award from the Coalition of Adult Education Organizations; the Academic Leadership Award from the Council of Independent Colleges; and the Award for Outstanding Contributions to the Improvement of Instruction from the National Council of Instructional Administrators.

Read more: [The K. Patricia Cross Academy](#)



## CAROL LIU '63, C. EAS '82



Born in Berkeley and raised in Oakland, Carol Liu earned her bachelor's degree from San Jose State University and her PhD in Education with an Administration Credential from the University of California, Berkeley in 1982. Dr. Liu established the Carol Liu Chair in Education Policy and is a trustee of the UC Berkeley Foundation Board.

Prior to her academic journey at Berkeley, Dr. Liu was a history educator and administrator at Richmond Unified School District. Once she obtained her PhD, Dr. Liu served as a Professor at UC Berkeley's Goldman School of Public Policy. She also participated in a number of significant boards such as the Claremont University Consortium Board of Overseers; the UCLA School of Public Affairs Advisory Board; the San Gabriel Habitat for Humanity Advisory Board; the Accrediting Commission for Community and Junior Colleges; and the Pasadena

Education Foundation Board.

Her public policy interests motivated her to join La Canada Flintridge City Council and in 1996, she was elected Mayor. Ten years later, the California State Assembly welcomed Dr. Liu, and she was re-elected for another two terms. In her role, she chaired many committees and caucuses, including the Assembly Higher Education Committee; the Women's Legislative Caucus; the Select Committee on Groundwater Quality and Quantity; and the Select Committee on Adult Education.

In 2008, Dr. Liu became the first Asian American woman to be elected to the California State Senate. As a senator, she was actively involved in the Elections and Constitutional Amendments Committee; the Human Services Committee; the Insurance Committee; the Public Safety Committee; and the Education Committee as Chair. Particularly, as a representative of District 25, she authored several pieces of legislation such as those protecting public safety, preventing domestic violence, improving ground water activity, and promoting career and technical education. Dr. Liu excelled at hosting events and implementing programs as well. For 10 years, she led the Annual Women's Health Conference and administered the Pathways to Wellbeing and Economic Security Program, which aimed to expedite and enlarge the delivery of services to low-income and disadvantaged populations such as seniors, foster youth, veterans, and people with disabilities.

For her outstanding accomplishments and contributions, Dr. Liu has been awarded numerous honors. While serving in the state Assembly, she was recognized as Legislator of the Year by various organizations such as the National Organization for Women; the California School Boards Association; and the Foothill Unity Center.

## ANGELA LITTLE '13 PHD

Angela Little earned her PhD in Education from the University of California, Berkeley in 2013.

As a student in the Graduate School of Education Education (renamed in 2022 the Berkeley School of Education), Dr. Little and two physics classmates wished to improve undergraduate physics education. Specifically, their goal in mind was to provide students with professional development opportunities and increase student retention, especially those commonly underrepresented in the physical sciences field. As a result, The Compass Project, a free summer program for college freshmen interested in physical sciences, was born at UC Berkeley in 2007. After much of the project's success, the American Physical Society granted Dr. Little and her colleagues the Award for Improving Undergraduate Education in 2012.



Today, Dr. Little continues to do research focused on physics education. She also serves as a member of the Education and Scholarship Committee in her tribe, the Chinook Nation.

Read more: [The Compass Project](#); and [Angela Little's blog](#)

## CHRISTINE SIMS '04 PHD



Christine Sims holds a PhD in Education from the University of California, Berkeley (2004). During her doctoral journey, she studied issues of heritage language maintenance and revitalization of American Indian tribes. Her primary focus was and continues to be to provide technical assistance to Indigenous communities in ways such as language program planning and training American Indian language teachers.

Currently, Dr. Sims is an Associate Professor in the Department of Language, Literacy, and Sociocultural Studies in the College of Education at the University of New Mexico. In 2008, through the efforts of Dr. Sims, the American Indian Language Policy Research and Teacher Training Center was established to support Indigenous communities and sponsor international language symposia for participants from Latin and South America. Dr. Sims has also been invited to countries such as Brazil, Ecuador, Guatemala, and Mexico to continue learning about Indigenous language endeavors. Her most recent program, funded by the W.K. Kellogg and McCune Foundations, prioritizes supporting Native language teachers and their students (ages 0-8) through training and material development.

Prior to her professorship and research work, Dr. Sims was a Program Director for her Pueblo and advisor to various Indigenous language programs. Additionally, she served as a proud member of the

New Mexico Bilingual Advisory Committee for the Public Education Department's Bilingual Multicultural Education Bureau.

Throughout her lifetime, Dr. Sims received numerous recognitions in New Mexico as well as nationally. In 2002, Dr. Sims was the recipient of the Ramon L. Santiago President's Award for her research and advocacy on language rights matters for Native American communities. The New Mexico State Senate also recognized Dr. Sims in 2004 for her contributions to Native language and culture. In 2013, Dr. Sims received the Senator Joseph M. Montoya Award from the New Mexico Association for Bilingual Education. Dr. Sims resides and is a member of the Acoma Pueblo Indian reservation in northwestern New Mexico.

## **JUDITH WARREN LITTLE**

Judith Warren Little is a Carol Liu Professor of Education Policy, emerita, and former Dean of the Graduate School of Education (renamed in 2022 Berkeley School of Education) at the University of California, Berkeley. She became the first woman to serve as permanent Dean in 2009 since the school's founding in 1892.

Dr. Little earned her PhD in Sociology from the University of Colorado (1978). Prior to joining Berkeley's faculty, she worked at the Center for Action Research in Boulder, Colo. She also held the position of Senior Program Director at Farwest Laboratory (currently called WestEd) in San Francisco.



In 1987, Dr. Little continued her research endeavors as a Professor at UC Berkeley. At the university, she taught courses related to qualitative research methods, school reform, and teaching policy. After 23 years of professorship, Dr. Little served the next five years as Dean and implemented a variety of programs and initiatives. From multiple philanthropic efforts (\$15 million raised in total) to establishing a partnered concentration in Education for students at the University of California, San Francisco, and leading plans for a new campus building for the School of Education, Department of Psychology, and the School of Public Health, Dr. Little's diligent commitment to UC Berkeley was evident.

In 2015, when Dr. Little retired, Executive Vice Chancellor and Provost Claude Steele declared, "Dr. Little's successes — in bolstering the Graduate School of Education's offerings and creating new ones, in fundraising for the school, in experimenting with new technology and new pedagogies, and in collaborating with other departments on campus — will leave a lasting mark on the GSE and the field of education."

Her research seeks to investigate the resources and interactions that support and inhibit teacher learn-



ing in formal and informal workplace environments, including professional development. In terms of international development, she has also explored the composition, quality, distribution, and preparation of the teacher workforce.

In addition to her roles as an educator, dean, and researcher, Dr. Little was an author of numerous published papers and books including *Teachers' Professional Development in a Climate of Educational Reform* and *The Subjects in Question: Departmental Organization and the High School*. Her works served as the basis for professional development policy by the National Governors Association, the U.S. Department of Education, and the National Science Foundation.

Read more: [Judith Warren Little](#)

## **MARY VIXIE SANDY '13 PHD**



Mary Vixie Sandy holds a bachelor's degree in Philosophy from Sonoma State University, a master's degree in Education from the University of California, Davis, and a PhD in Education from the University of California, Berkeley (2013).

For more than 25 years, Dr. Sandy has served as a policy leader in higher education and government. At the UC Davis School of Education, Dr. Sandy was the Executive Director of the Cooperative Research and Extension Services for Schools (CRESS) Center. With the Chancellor's Office of California State University, she served as Associate Director of Teacher Education and Public School Programs. Further, for the California Department of Education and the California Postsecondary Education Commission, Dr. Sandy served as a policy analyst.

In 2011, Dr. Sandy was named the Executive Director of the California Commission on Teacher Credentialing, the nation's oldest independent standards board for educators. She has led an agency that awards more than 250,000 credential documents annually and accredits more than 250 colleges and universities providing educator preparation programs. Additionally, she administers public policy in relation to licensing and education preparation. Dr. Sandy's professional aim is to build on the capacity of teachers, public schools, and communities to serve California's diverse student population.

Read more: [Mary Vixie Sandy](#)

## **NINA HERSCH GABELKO**

Nina Hersch Gabelko earned her bachelor's degree in Political Science (1967), master's degree in Curriculum and Instruction with a focus on Social Studies and Cognitive Sophistication (1978), and EdD in History and Anthropology from the University of California, Berkeley.

After her undergraduate journey, Dr. Gabelko dedicated 10 years to K-12 teaching in public and private schools. Specifically, she taught government, sociology, and U.S. history at middle and high schools in Oakland, San Leandro, and Huntington Park. Dr. Gabelko also instructed a fifth-grade classroom at St. John's School in El Cerrito. Throughout her teaching career, Dr. Gabelko witnessed several instances of prejudice, which made her question what prejudice was, when it was learned, and how it was communicated. Her interest and genuine curiosity led her to Berkeley twice more to examine prejudice and stereotype thinking in detail. Dr. Gabelko co-authored a book, *Reducing Adolescent Prejudice*, while working toward her master's degree. For her doctoral thesis, she examined how students from diverse minority groups experienced school using historical and anthropological perspectives.



After her academic career as a student, Dr. Gabelko became a researcher and director at Berkeley's Graduate School of Education (renamed in 2022 the Berkeley School of Education). While she first started working in the university's evaluation department, Dr. Gabelko later supervised the School-University Partnership for Education Renewal (SUPER). Through SUPER, Dr. Gabelko, district administrators, and teachers, established educational reform goals for 20 schools from two nearby districts.

In 1987, Dr. Gabelko became an educational programs director for another project, the Academic Talent Development Program (ATDP). As director, she introduced a new philosophy in collaboration with fellow community members and staff. While the program first identified "gifted" students as those with high SAT scores, the program shifted in recognizing that students' academic talent is built upon through rich experiences and mentors. After 24 years at ATDP, Dr. Gabelko retired in 2011.

## **PRUDENCE L. CARTER**

Prudence L. Carter was Dean at the Berkeley School of Education for five years, and held the E.H. and Mary E. Pardee Professor. She earned her bachelor's degree in Applied Mathematics and Economics from Brown University; a master's degree in Sociology and Education from Teachers College, Columbia University; and a master's degree in Philosophy and PhD in Sociology from Columbia University.

As Dean of UC Berkeley's Graduate School of Education (renamed in 2022 the Berkeley School of Education), she was the first African American woman dean in the school and second female to serve as a full-time dean since the school's founding in 1892.

At Berkeley, Dr. Carter guided the School of Education through a rigorous reorganization of teacher education programs, including hiring six exceptional junior and mid-career scholars, introducing new fundraising strategies, and enhancing the EdD program with more research practice partnerships. Her leadership radiated especially as she led the school through the challenges of the worldwide



COVID-19 pandemic and heightened social justice crisis nationwide. Outside of the School of Education, Dr. Carter was greatly involved across the Berkeley campus such that she co-chaired the Commission on Free Speech; chaired the dean's search committee for the School of Social Welfare; and contributed to the creation of the Black Leaders Collective, which advises the Chancellor's Office on ways Berkeley can become an anti-racist institution. In 2021 when Dr. Carter stepped down as Dean, Executive Vice Chancellor & Provost A. Paul Alivisatos commended her, "Your moral compass, your innovative habit of thought, your willingness to take on the absolute hardest problems – you're truly living the life of purpose."

Prior to her professional career at Berkeley, Dr. Carter held several positions. At the Research Institute for Comparative Studies in Race and Ethnicity, she served as Director as well as a Faculty Director at the John W. Gardner Center for Youth. Additionally, at Stanford University, she was a Jacks Family Professor of Education and Professor of Sociology.

In 2021, Dr. Carter returned to the classroom at Brown University as a Professor of Sociology, where she was named the inaugural holder of the Sarah and Joseph Jr. Dowling Professorship. Her research centers on the academic and mobility disparities shaped by effects of race, ethnicity, and class in the United States.

In addition to having served as a dean, director, and educator, Dr. Carter has also published numerous books. *Keepin It Real: School Success beyond Black and White* (2005), an award-winning book, argues against common cultural explanations used to explain school achievement levels for Black and Latino youth in the United States whose families have limited economic resources. In 2006, the publication was co-winner of the Oliver Cromwell Cox Book Award granted by the American Sociological Association (ASA). Other works include *Stubborn Roots: Race, Culture, and Inequality in U.S. & South African Schools* and *Closing the Opportunity Gap: What American Must Do to Give Every Child an Even Chance*. Dr. Carter's writing has appeared in numerous journals, volumes, and TV news programs as well such as *Ethnic and Racial Studies*, *Harvard Educational Review*, *Social Problems*, *Sociology of Education*, *Sociology of Race and Ethnicity*, *Teachers College Record*, *Review of Research in Education*, and the *British Journal of Sociology*.

In 2021, Dr. Carter was awarded the Berkeley Citation, one of the university's highest honors. She is also an elected fellow of the National Academy of Education; Sociological Research Association; and the American Education Research Association.

Read more: [Former Dean Awarded the Berkeley Citation](#)

## **JUDY K. SAKAKI '91 PHD**

Judy K. Sakaki holds a bachelor's degree in Human Development and a master's degree in Educational Psychology from the California State University, East Bay and a PhD in Education from the University of California, Berkeley.

Over the course of 40 years, Dr. Sakaki has demonstrated leadership in several administrative positions in higher education. At CSU East Bay and CSU Fresno, she served in the Chancellor's Office; and while at the University of California, Davis, Dr. Sakaki played a vital role in the Office of the President. She is also a proud founding board member of Asian Pacific Americans in Higher Education (APAHE).

She served as President of Sonoma State University for six years (2016-2022), serving as the first Japanese American woman to be a university president in the United States and only the second woman to serve as president since the university was founded in 1961. Her goal as president was to focus on student success. In her first year as SSU President, Dr. Sakaki acquired a \$2.75 million grant from the Department of Education to Prepare Underrepresented Educators to Realize their Teaching Ambitions (PUERTA) and was successful in recognizing the university as a Hispanic-Serving Institution (HSI).

She led the campus community through the Tubbs Wildfire in 2017, where more than 80 faculty, students, and staff lost their homes, including Dr. Sakaki herself. She was determined to enable a campus culture of care once the university reopened, which is why she hosted Gratitude Gathering. The community was strengthened and motivated to resume academics and work. As SSU President, Dr. Sakaki also opened the Wine Spectator Learning Center and introduced the Wine Industry Scholars Program (WISP), a program that encourages family members of vineyard workers to attend college with the support of a four-year scholarship. As an advocate of diversity, equity, and inclusion, she also created the Office of Diversity, Equity, and Inclusion on campus. Her commitment to education shined through again with the development of a partnership with the Federated Indians of Graton Rancheria Tribal Council, which allowed for the expansion of a summer bridge program.

For her contributions to higher education, Dr. Sakaki has received several awards. In 2017, she was named "President of the Year" by the California State Student Association (CSSA) and honored as a "Pillar of the Profession" by the National Association of Student Personnel Administrators (NASPA). In 2020, Dr. Sakaki was also an honoree for Excellence in Education presented by the Asian Pacific Islander (API) Legislative Caucus.



## LISA KALA '93 PHD



Born and raised in San Francisco, pioneering educator Dr. Lisa Kala graduated from UC Berkeley with a bachelor's degree in Psychology ('78), earned a master's degree in Multicultural Counseling from San Francisco State University ('80) and a PhD in Education from UC Berkeley ('93).

Prior to retiring from Berkeley in 2020, Dr. Kala dedicated years of service in support of developing the academic talent of diverse students. Being of Asian and Pacific Islander descent (½ Filipino and ½ Native Hawaiian), and the first in her family to graduate from college, Dr. Kala's research interests have focused on ways to facilitate academic achievement for underrepresented students.

Over a span of 40 years, Dr. Kala held a number of administrative, research and teaching positions within UC Berkeley's School of Education, including directing the Academic Talent Development Program (ATDP), a summer academic program that offers challenging classes for approximately 2000 motivated and talented K-12 students seeking advanced educational opportunities at Berkeley each year; serving as Assistant Dean of Administration and Special Projects; directing the Excellence through Collaborative Opportunities (ECO) Center, the school's unit for campus-wide and K-16 collaboration and partnership activities; the Educational Technology Services Center; Undergraduate Field Studies in Education; the School of Education's participation in Summer Sessions; Evaluation Unit; and Office of Communications.

Dr. Kala has delivered more than 80 invited presentations, conference papers, and program evaluations in areas related to effective teaching, counseling, and academic achievement of underrepresented students. Her dissertation served as inspiration for the Electronic Mentoring and Teaching Information Resource Network (EMTIRN) funded in 1994 by a trust of Pacific Bell. EMTIRN's goal was to create an electronic community of people sharing instruction, communication, counseling, mentoring, and consulting through technology. This collaboration of 30+ campus units, three California State University campuses, eight K-12 School Districts, six Community Colleges, science museums, public libraries and other participants, sought to provide access to Berkeley's vast resources for urban and rural under-resourced, minority, and disabled students in grades K-12, community colleges, and universities, and their teachers and counselors. At the conclusion of EMTIRN, Dr. Kala continued collaboration as Project Management Team member and Evaluation Lead of the campus' Interactive University (IU) Project. In 2000, Dr. Kala's Evaluation design for Phase 1 of the Interactive University received recognition as the U.S. Department of Commerce Evaluation Model. Dr. Kala also coordinated the four-year Oakland Charter Academy Technology Partnership that provided technology infrastructure, resources, and training for students and teachers in Oakland's first charter School



located in the Fruitvale neighborhood. Overall, Dr. Kala served as Principal or Co-Investigator for 15 extramurally awarded projects totaling more than \$10 million related to fostering student academic achievement.

From 1996 to 2011, Dr. Kala served on Berkeley's Academic Support and Enrichment Service (ASES) Steering Committee. ASES was created as the academic support and retention branch of Chancellor Chang-Lin Tien's Initiative to fulfill the University's historic promise to maintain diversity while preserving excellence. ASES made history as one of Berkeley's first and most successful consortia to strengthen campus-wide coordination, collaboration and communication among academic support and student services units and outreach programs, according to Gloria Burkhalter, the former Coordinator of ASES. With a priority focus on addressing issues of diversity and ways to foster student success, Dr. Kala played a key role in helping the consortium engage in strategic planning and research analysis, such as gathering, sharing and analyzing important data and information about students' needs and experiences, and recommending ways to enhance their success. One of a number of projects where she successfully applied her research and analytical skills was a longitudinal study on the first-year experience of students at Berkeley. Findings from this study helped to heighten awareness about the experience and needs of undergraduate students as they transition into and move through their first year on the Berkeley campus.

Dr. Kala served on numerous School of Education committees including 13 years on the Undergraduate Minor in Education Committee and nine years as co-chair; the UC/CSU Urban Leadership committee that guided the creation of the School's Joint Doctoral Program in Educational Leadership (JDPEL); and development of the Principal Leadership Institute (PLI). Dr. Kala also served on numerous campus, local, and statewide committees.

Post retirement, Dr. Kala continued to devote numerous hours toward promoting and supporting the academic achievement of underrepresented students. She currently serves on the Board of Directors for GOALS (Graduates Organized to Assure Learning and Success), an education-advocacy alumni organization committed to provide support, promote access and foster academic success for African American, Latino/a American, Native American and Asian/Pacific Islander students at UC Berkeley and in the Bay Area.

Read more: [Announcement of Lisa Kala as new ATDP Director](#); and [40 Years of ATDP](#)

*Contributed by Gloria Burkhalter*