

HEOC CONNECTION

Volume 7, Issue 3

SPRING QUARTER!!!

Yes, the end is near. The end is near. By the time this newsletter comes out, we'll be more than halfway through our last quarter of the year. Here to get you through the rest of the quarter is everyone's favorite semi-regular publication, the HEOC Connection! Scheduling for next year? Seasoned students offer up their recommendations for cognates. Curious about life after HEOC? Check the profiles of two recent alumni and hear about their adventures. Couldn't make it up to SF for AERA? We have your update! And on top of it all, tips for healthy living, a book review on a book that's culturally relevant yet way too long for anyone to read, and a crossword puzzle! It's out of control!!!

We have a lot of fun putting this newsletter together and are recruiting new writers for next year. If you're interested in coming on board for next year, email Julie at jinwon@gmail.com A meeting will be scheduled sometime...before the end of the quarter. Yeah. In the meantime, enjoy this issue and good luck to everyone who is taking the DAP/Quals or proposing/defending/graduating. :)

Your editors,

Tracy Buenavista
Erin Kimura
Julie Park
Ed Ryan

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It's a bird! It's a plane! It's...14,000 educational researchers!!!



My First Time: Reflections on AERA 2006 Tracy Buenavista

The annual meeting for the American Education Research Association (AERA) was held at the Moscone Center in San Francisco, CA from April 7-11. As a fourth year student, AERA 2006 was actually the first time I attended what is dubbed “the” conference one needs to attend if you study in the field of education. Now do not mistake my prior lack of attendance as apathy but rather it is reflective of the consistent proposal rejections I have received during the past three years. I don’t share this to be cynical. Instead, I hope to provide context to my reflections on the conference.

I was excited about AERA for several reasons. First, it was in San Francisco and close enough to home where I could mix business (conference attendance and networking) with pleasure (spending time with my family). Second, I was presenting in a

symposium on critical feminist theories in higher education praxis...need I say more?! Finally, as told to me by a few faculty, it was the one place where all the education scholars you ever wanted to meet and speak with would be accessible. However, as a student whose first exposure to an education conference is the smaller and more intimate Association for the Study of Higher Education (ASHE) conference, I was overwhelmed by the large-scale production that characterized AERA.

On the first day of the conference I learned that there was an estimated 14,000 people already registered, with more to do on-site registration. While conference attendees were dispersed between 2 separate Moscone buildings, the only thing that bound us together were the nametags that distinguished us from the everyday San Francisco crowd. Further, it is a running joke that the conference program is as thick as a small phone book. While I accepted that carrying the program actually constituted a small workout, I was disappointed to learn that my name was excluded from the index of participants, and my name and title presentation were spelled wrong under the actual symposium listing. Yes, a blow to my ego, but also possibly a missed opportunity to reconnect with folks who searched the index to purposefully seek out old friends – at least that’s what I did!

Speaking of the program, there is an option to conduct an online search of the program by participant name and/or title and topic area. The disadvantage of this is that you need to already have in mind who and what you are looking for. In other words, AERA is not necessarily conducive to learning about things that are all completely new to you, but things with which you are already familiar. I literally tried several search options to design an attendance plan that would justify the \$75 registration I paid, but was frustrated by the limitations I discovered I had in terms of knowing what to search for. Also, while the conference occurred from a Friday to Tuesday, the awkward scheduling prevented me from attending the last two days of the conference, during which several innovative-sounding presentations were planned.

The best part of the conference was the actual presentation experience. While I had attended two panels/symposiums prior to my own, I expected to present to a room with a capacity of 100 or 200+ people. Why was it that the critical feminist theories in higher education praxis symposium was placed into an awkward shaped room with only 30 chairs?! I could not decide if this marginalization operated off the fact that it was a symposium focused on 1) critical feminist theories (which is different than the women’s studies, women’s issues, and gender studies categories delineated by the program topic listings), 2) higher education praxis (higher education really IS a small field in the context of education at large), or 3) increased interaction over presentation (we planned interaction and shortened our actual time dedicated to presenting our individual works). Despite these things, the presentation was the best part of AERA as many people brought in extra chairs and actually sat outside the door to try and engage in the symposium. We had eye-catching and thought-provoking visuals, as well as a discussion with audience members who were interested in joining the panelists’ dialogue post-AERA. My own experience made me more critical as I attended subsequent presentations and found them not to innovatively utilize the time and space opportunities to engage in more dynamic dialogue, interaction, and exchange between conference attendees.

Taking my opinions into consideration, would I promote AERA attendance? The answer is yes, because I saw how there is potential to have meaningful discussions with educators with similar (or different) research interests. It is a place to (re)connect with scholars in the education community, and also an opportunity to visit new cities and learn about the education issues in that area. Some words of advice to those who want to become better engaged with AERA, I would recommend volunteering to be a chair or discussant, as well as attend scholarly community building events, such as the more informal meetings for each SIG and the different institutional gatherings hosted throughout the evenings. Creating these smaller AERA communities will definitely help in navigating and enjoying the conference.

cog·nate (kɔg'næt)

Julie Park

Cognates are great for a number of reasons. They give you a chance to step foot outside of Moore Hall. It's a chance to find that non-Ed faculty member for your committee. If you're tired of the female/male ratio in Ed, it may give you the chance to even meet that special someone! (Not that I know anyone who met their future spouse through a cognate, but hey, it could happen...) Since Ed is interdisciplinary, cognates are a great way to not only better understand how other disciplines approach education, but also allow you to bring insights from other fields and apply them to education. Best of all, they're all shorter than our usual 4 hour classes! (Faculty, you didn't just read that) Sometimes cognates can be a hit-or-miss since you may not be familiar with faculty in other departments, so we surveyed some HEOC-ers on past favorites. Some cognate raves...

Patricia and Oscar recommend Leo Estrada's class on **Planning for Multiple Subjects** (Urban Planning 251). "We took him in Spring quarter of last year and were very impressed by his lectures, readings, and projects. He is very down to earth, very knowledgeable about the urbanism of diverse groups (especially in LA) and very approachable, both in and out of class." He's on both of their committees, so as you see, they regard him very highly!

*Jenee on Cesar Ayalya, **Sociology of Development**: "His style was unique in that we really talked deeply about our readings and everyone participated. It was an opportunity to explore and question the rationality of theories and try to come up with rationales that countered the theories that we studied. Overall, cool class. Mostly because of the passion of the professor and his morning rituals."*

Sio: "I took "Grant Writing" with Rebecca Emigh. The course is phenomenal and Rebecca will ensure that each of the students who enroll in her class have a competitive proposal by the time the quarter is done." (Editor's Note: If anyone ever sees this class being offered, please let me know b/c I want to take it!)

Julie on **Asian American Jurisprudence** with Jerry Kang: "This class is cross-listed with Asian American Studies, which is good b/c you usually can't get credit from law school classes. Hands down a really great class for anyone interested in race—not just Asian Americans because he goes over a lot of racial theory and social science lit on race, merit, prejudice, etc. Very relevant for education. Taught Socratically but it's not too scary; he's a great lecturer and I was never bored. Only caveat is that it's on the semester schedule so you still have to go a few weeks after the quarter ends."

Another law school class recommended, this time by Patricia, C291 is **Race, American Protection and the Law...**"by far my favorite cognate!!" Taught by Cheryl Harris, it's cross-listed with African American Studies and the law school.

June and Ed recommend **Psych M238 Survey Research Techniques in Psychocultural Studies** with M. Belinda Tucker. It's a methods class that is VERY practical and hands-on. It covers survey design and how to conduct focus groups. You learn some of the theory behind it but work as a class to design a mock survey and also conduct focus groups. The professor is great and she has recently been Sucked onto many of our dissertation committees because of her approachability and expertise.

*Ellen Stolzenberg drops in from the Grad Division to drop us some advice: "I HIGHLY recommend **Psychology 220A—Social Psychology**. When I took it, it was taught by Anne Peplau and Shelly Taylor (they're the ones who wrote the text book) and they are fabulous. I don't have a background in Psych (other than taking an intro course as an undergrad), but I was still able to get SO much out of it. It even became part of my theoretical framework for my 299 project."*

Also recommended: "PUB PLCY C225: **Controversies in Education Policy** with Meredith Phillips. The topic of this course may vary depending on the quarter or the instructor so check with the instructor before registering. This quarter the class is focusing on the achievement gap between ethnic/racial group in the K-12 context. The class explores the achievement gap and potential or existing policies that could have an influence on this gap: market solutions (e.g. broader school choice), accountability, instructional quality, school reform, etc. If you are interested in exploring the connections between K-12 and higher education, this may be the class for you!

*"SOC 235: **Theories of Race and Ethnicity** with Walter Allen and Edward Telles provided me with a comprehensive overview of theories regarding race and ethnicity while also looking at the history of race in America and intersections between race and other factors (gender, immigration, etc.) There was a lot of reading involved in this class, but it was helpful in exposing me to race/ethnicity issues of which I was not aware of."*

**TALES FROM THE OUTSIDE:
YES, THERE IS LIFE BEYOND HEOC**

By Erin Kimura

Leticia Oseguera begins her Faculty Journey:



The woman we knew as fellow student, brilliant post-doc, and friend is now Leticia Oseguera, Assistant Professor in the Department of Education at UC Irvine. After graduating in spring 2004, Leticia taught in the department for one quarter before starting her postdoc at HERI. She looked for postdocs

at various institutions and foundations, but was happy to have the opportunity to continue on at UCLA.

Leticia's Advice about Postdocs:

1. Make sure you use the time to write and publish
2. Work on publishing something from your dissertation
3. Start engaging in projects that interest you.

Leticia anticipated that she would be in her postdoc position for two years, but after her first year some interesting faculty positions began to open up, including the one at UC Irvine. She felt that applying for these positions would be a good opportunity to learn the process and help her become more prepared for applying in the future. She also knew that if she did get a job she could also plan to defer for a year, which some institutions allow.

Leticia's Advice about the Job Search:

1. If you see something you like apply for it, even if the timing is a little different than you had planned.
2. Let people know that you're looking. Let all of your connections know, including faculty. Sometimes people have the inside scoop about a position before it's posted so that you can begin planning.
3. Leave yourself plenty of time to fill out the applications. It's time consuming.
4. Keep recommendation letters on file or have your faculty keep it on file so that they can easily revise it.
5. Talk to people who have gone through the process.

Leticia is currently acclimating to her new faculty position. She was able to take one quarter off, but taught two classes in the Winter, one in the Spring and will teach one over the summer. She is teaching Multicultural Education and she is teaching Survey Methods for the Masters and EdD program. A lot of her time is spent

prepping for courses, getting a lay of the land and getting used to her new identity as a faculty member. Since it is a small program she is also advising students and on dissertation committees, responsibilities that first year faculty often don't have. She is trying to "keep her face out there by presenting at conferences" and also trying to find time to write. She said that, "It is as hectic and crazy as people say it is." But she feels that she is well-prepared for the challenges, "The preparation that we get at HEOC and watching the other students prepared me. I had a sense of what the faculty experience was and nothing I've encountered so far has been unexpected."

Ross Aikins Moves to the Dark Side:



Yes, everyone. Sweet Ross Aikins, the only man in the 2004-05 cohort is currently working at USC. Soon after he graduated in the Spring of 2005 from the Masters program, Ross accepted a position as Assistant Director of Admissions at USC, about which he said, "the title

sounds really really cool and it makes for an impressive business card, but really there's like twelve of us." He is doing important work, however, recruiting potential students in the Bay Area where he is from, convincing accepted students to attend USC, and reading lots and lots of applications (1,400-1,500 in two months). He said that they saw a record number of applications this year which may be a result of students applying to more colleges and possibly their popularity in football—both of these thoughts are influenced by his learning in HEOC. He is enjoying his experiences at USC, continues to love higher education and feels like HEOC really prepared him well.

Ross' Advice for the Graduating Student:

1. Cast your net wide. Consider and apply for all sorts of jobs at all different institutions. Ross applied for about 40 and got call backs from 5-6.
2. Use everyone around you. Let other students and faculty know that you're looking. Get help from colleagues who have been in the field. They can provide advice about resumes and interview skills.

(continued on the next page)

What Ross Has Learned:

Admissions counseling can change the world: He learned this when he helped displaced students from the Katrina Hurricane: "A lot of institutions had an open door policy, but we needed to get in touch with ourselves and include, but we needed to get in touch with these families who were just scrambling to find

anything.... [Making calls to these families] was just an incredible experience. Many of whom had just nothing. So that was the first incredible experience. It was like, Wow, I do feel like there is the potential to do something that actually makes a difference in people's lives.

MARK YOUR CALENDARS...

- *The HEOC Spring Social: Saturday, June 3 from 1:00 – 4:00 p.m. at Linda Sax's House. Join the HEOC Faculty and Student Reps for a potluck picnic. Be on the lookout for the Evite.*
- *HEOC Wants You!! Consider serving as a HEOC Student Rep for the 2006-07 academic year. Elections will take place between May 17 and May 22. Stay tuned for more details.*
- *Love to write random articles? Especially skilled at copy/pasting and changing font sizes? The HEOC Connection wants YOU!!! Please email jinwon@gmail.com if interested in serving as an editor. No experience necessary! We'll have a meeting...sometime before school gets out. ☺*

The HEOC Reps Update

Preview Day

During the last week of winter quarter, the HEOC Community hosted a preview day for all those students who were accepted to the HEOC program for the 2006-07 academic year. The day-long program was designed to introduce prospective students to our program and to our community. Prospective students met with the faculty, toured the campus, and attended workshops on housing, parking, financing, and the Graduate Student Resource Center. Finally, the day's events ended at the Westwood Brewing Company where prospective students were able to mingle with current students and get the inside scoop on life at UCLA. Overall, the Preview Day was well received. A number of those who attended shared the Preview Day helped them in their decision making process.

The HEOC Students Reps want to thank all those who help make Preview Day a success. Special thanks go out to **Miguel Lopez** for coordinating the housing, **Hoi Ning Ngai** for leading the campus tour, and **June Chang, Angela Chen, Erin Kimura, Cindy Mosqueda, Eddy Ruiz, Jenee Slocum, and De'sha Wolf** for participating in the workshop sessions.



(hooray, the search is over!)

HAVE YOU HEARD?! HEOC WELCOMES RICK WAGONER, OUR NEWEST FACULTY MEMBER

After meeting with and interviewing three highly qualified candidates for the Community College faculty position, the GSEIS faculty offered the position to Rick Wagoner, a graduate of the University of Arizona. And, the HEOC faculty are happy to report that Rick has accepted the position. Right now, Rick is finishing up the academic year at Texas Tech University and planning to join the HEOC faculty this summer. As it stands, Rick will teach a graduate seminar on Community Colleges in Winter 2007.

Congrats to Cindy Mosqueda on her re-election as GSA VP of External Affairs!

And now...

LIFESTYLE

(Because scholars really have lives...Kind of.)

Towards a Healthier HEOC: Short- and Long-Term Solutions to Unhealthy Academic Habits By Tracy Buenavista

While our academic training promotes increased intellectual growth, I would argue that there are several factors associated with graduate school and our professional lives that promote unhealthy habits, such as inconsistent sleeping, eating, and exercise patterns. The following is a brief list of ways in which getting caught up in the everyday of academia prevents us from achieving our healthy potential, as well as ways in which we can take action towards living healthier HEOC lives:

MINDLESS EATING

Just say no to the vending machines!! How many of you have been in the hurry to make it to school for an a.m. class and have sacrificed the time it takes to plan out a day of healthy eating? On my worst days I have found myself relying on the vending machines, Kerckhoff, and Ackerman for my breakfast, lunch, and dinner needs! Not only does poor meal planning cost more money than I need to spend on my TA/GSR budget, it also promotes mindless eating and surplus calorie intake!

Short-Term Solution: Eat a light breakfast! Eating in the morning provides you the energy in the morning to sustain you until lunch, so that during lunch you are not starved, which can lead to overeating. Take an extra 15 minutes in the morning to pack a lunch and/or dinner so that you are familiar with what is in your food. If you absolutely do not have the time to prepare your meals ahead of time, rely on the healthier eatery options on campus, including the salad bars in Ackerman and Northern Lights, which provide a combination of regular and seasonal options.

Long-Term Solution: Increase access to better snack and food options! At the beginning of the week, stock an arsenal of imperishable goods in your car trunk, office, or lounge. For example, my roommates keep bottled water in their cars and I have many coworkers who bring small fruits like oranges and apples that they keep at their desk. A professor I know even has “to-go” tuna packs on his office shelf! Also, drink lots and lots of water! Soda, juice, and even ice tea contains a lot of sugar which is bad

for your teeth and in excess, can even cause dehydration. Oftentimes thirst is mistaken for hunger, so be weary of your midday cravings and see if water might do the trick. Overall, opt for more fruits and vegetables than meat and carbs when eating – Trendy diets do not work. Remember excess is bad and moderation is good!

SEDENTARY DAYS

From reading to writing to e-mailing to data analysis, a good portion of our days is spent sitting, in front of a computer nonetheless! According to a report by the American Federation of Teachers (AFT – www.aft.org), sedentary computer and office work can lead to increased risk for conditions such as Carpal Tunnel Syndrome and chronic lower back pain.

Short-Term Solution: Sometimes we sacrifice our breaks for faster task completion. Schedule and actually take your 15-minute and/or lunch break! When breaks are not possible, stretch frequently, exercise your fingers, and check to make sure your workspace is ergonomically-inclined: low keyboard position for neutral wrist position, monitor at eye-level for decreased neck-craning, and supportive chair to prevent back strain. Did you know it is also important for you to be able to comfortably plant your feet while you sit as well? Move bags and clutter at your feet so that you maximize your comfortability.

Long-Term Solution: As academicians, we have more flexible professional lifestyles than the average person. Take advantage of this flexibility by planning your days so that you are not confined to the office from 9a-5p. Schedule meetings between reading and writing; Data collection after e-mails. AFT recommends a time ratio of 3:1 computer work to other work (i.e. 45 minutes of typing to 15 minutes of office organization).

EXAMS

There is no way that writing 20-30 pages in three days is healthy! According to qualitative accounts by those who have passed the exams, there is consensus that the short time associated with the exams causes high

levels of unnecessary stress before, during, and after the exams; a consistent lack of sleep for multiple days in a row; and unhealthy and/or inconsistent eating patterns (i.e. MCE/DAP/Quals Pack goodies! And reasoning such as “I can’t eat lunch until I finish the first question!”).

Short-Term Solution: Students prepare well in advance for the exams and counter horror stories from previous cohorts by speaking with exam coaches regarding the

preparation and test-taking techniques that worked for them. Just know that you are “the bomb” and that you will not bomb (the exam)!

Long-Term Solution: HEOC Faculty – PLEASE extend the test-taking time and/or consider revising the content and structure of the exams to be more conducive to students’ demonstration of their learning curve, rather than their physical and mental endurance.

Speaking of food...**A Note on Eating at Conferences, by Julie:** My spring conference experiences taught me that you never know when you’re going to have time to eat, so plan ahead. I had sessions that went in the period of 11-1, so I thought that I could hold off and just eat at 1. Wrong! Not only do you end up really hungry, but your energy and attention levels are affected. So always pack things like granola bars and fruit snacks for a quick pick-me-up. Odwalla and Naked Juices are great too b/c you can sip from them at the presentation table or in the audience and not look rude, and they’ll fill you up until you can go grab some real food later.

Tracy on...THE BEGINNER’S GUIDE TO RUNNING

Running is the perfect form of exercise for any scholar on a budget! The only equipment necessary is a good shoe that will provide you the support to save your feet, ankles, knees, and back! Best of all, you can do it anywhere: At the gym on a treadmill or elliptical machine; at school on the track; around your neighborhood on the sidewalk or local running trails; and in your apartment, running in place or in circles – trust me, I’ve done it! Not only is running an *anywhere* exercise, I have found that it is an *anytime* exercise! Before I got into running, I made every excuse in the book as to why I could not engage in some physical activity beyond typing. The main and most acceptable excuse was the lack of time to actually exercise. However, the only preparation running requires is the time it takes to put on shoes and go! The actual amount of time you can run is up to you, although 30 minutes is recommended.

Now for those of you who are “not runners,” walking is also a great option! Walking is better for those who have bad joints or are at a higher risk for injury due to previous injuries. In the end, it is not a question of running v. walking, but rather the question of exercise v. no exercise. As one third-year doctoral student stated, “Even if I have skipped working out for 2 or 3 days, it is still better than the 2 or 3 months I used to skip!” A few calories burned are always better than no calories burned at all.

For those of you who want to get started, below is a 10-week running routine promoted by personal trainer and athlete, Aileen Medina, who also holds a master’s degree in exercise science. Rumor has it that there are a few HEOCers who participate in lunchtime walking groups. Find a friend and get moving today!

For the following running patterns, try to exercise at least 3 days a week. When you become more comfortable, increase the frequency. Note that depending on your fitness level, your start week might be beyond week 0. However, if you are inactive and using this routine to begin a regular exercise routine, Medina recommends walking for 1-2 weeks prior to running so that your body becomes used to physical activity. And like all exercise and diet programs, an initial doctor consultation is always recommended.

- Week 0: Walk for 30 minutes
- Week 1: Run 2 minutes, Walk 4 minutes (Repeat 5 times for total of 30 minutes)
- Week 2: Run 3 minutes, Walk 3 minutes (Repeat 5 times)
- Week 3: Run 5 minutes, Walk 2.5 minutes (Repeat 4 times)
- Week 4: Run 7 minutes, Walk 3 minutes (Repeat 3 times)
- Week 5: Run 8 minutes, Walk 2 minutes (Repeat 3 times)
- Week 6: Run 9 minutes, Walk 2 minutes (Repeat 2 times); Run 8 minutes (Once)
- Week 7: Run 9 minutes, Walk 1 minute (Repeat 3 times)
- Week 8: Run 13 minutes, Walk 2 minutes (Repeat twice)
- Week 9: Run 14 minutes, Walk 1 minutes (Repeat twice)
- Week 10: Run 30 minutes



Books (Two!) You Never Had Time to Read

Julie Park

Sadly because of the entire debacle of the Duke lacrosse team, *I Am Charlotte Simmons* is being referenced in the media because Duke was supposedly the inspiration for Tom Wolfe's "Dupont University." Fortunately for you, you'll never have to actually read the book (which is about 300 pages too long) because *HEOC Lifestyle* is here to help you get through that possible awkward encounter where someone says "you're a higher ed person, what did you think of Tom Wolfe's new book?"

The book traces the story of Charlotte, a low-SES White freshman from the boonies, during her first year at Dupont University. The biggest theme that higher ed folks would likely find interesting is the entire class dynamic. Charlotte comes from a community where most students either don't go to college or stay local, but she (being our brilliant heroine, of course) wins a full scholarship to this illustrious institution. Along the way she manages to attract the attention of a sweet, but not too bright, star athlete, impress her professors but do poorly in her courses, and tries painfully, painfully to fit in. Perhaps the most depressing scene is when poor

Charlotte spends something like 3/4 of her entire funds for the month on a pair of Diesel Jeans. ☹ Of course she gets stuck with a roomie who's the prototype Dupont student—rich. Needless to say, there are a lot of awkward moments.

The meat of the story (the juicy stuff, which unfortunately includes some gratuitous sexual description, especially in the last third or so) revolves around Charlotte's "relationship" with Hoyt, a dreamy frat boy. Hoyt, who got into Dupont by creating a fake Meals-on-Wheels type program for senior citizens, is the Alpha Male of Dupont, which means that he's an Alpha Alpha Male to the very impressionable freshman Charlotte. While one of the most annoying parts of the book is Tom Wolfe's constant attempts to keep it real with what he somehow decided was the lingo of today's college students (who in the world ever says "sarc 1?" tell me, who?!), I do give him credit for doing a decent job of documenting an unfortunate slice of fraternity culture in the Southeast, ie sex being expected upon invitation to a formal, etc. Wolfe also attempts to capture the nebulous phenomenon of "hooking up" that's more or less rampant on today's college campuses, along with all of its accompanying drama and ambiguity.

Other higher ed-relevant themes that the book touches on include student athletes, cheating, a lack of an intellectual culture, and campus newspapers. I think there may be some minute recognition that there are actually students of color at Dupont, but I can't remember. Charlotte thankfully survives her freshman year, but not without some heavy costs. (For some reason I vaguely recall a HEOC dissertation being written on intimate relationships among freshmen women; it's probably a better read than this book.) For a funnier look at class issues at elite institutions, I would recommend *Prep*, by Curtis Sittenfeld (even though it deals with high school students and not higher ed). But you don't have time to read it, now, don't you?



I'm not going to attempt to review *How Opal Mehta Got Kissed, Got Wild, and Got a Life* "by" Kaavya Viswanathan, an undergraduate at Harvard (because I haven't actually read it!), but if you haven't had the time to check nytimes.com the last few weeks, it might not be a bad idea to know why this book has been getting a lot of attention. Basically it seems that the "author" "accidentally" "copied" a few passages practically verbatim from another chick lit-ish book. Too bad, because there's an unfortunate gap in the (chick and college access!) literature regarding Asian American women. I can't judge the book because I haven't read it, but the entire premise sounds a little cringe-worthy: Model minority wunderkind Opal, along with her neurotic and over-bearing parents, does everything her entire life to get into Harvard, and then finds out that she needs to become more well rounded. So she does. The end.

RUMOR HAS IT: AN UPDATE ON THE LIVES OF HEOC STUDENTS

Over the break, **Chris Collins** traveled to Dallas to visit his family. And most importantly, he saw his niece, Ava Madison Collins, who is clearly the cutest 6 month old in the world.



(Future UCLA Bruin, class of 2028)

Erin Kimura has been quite the busy bee as she is planning for her July 2nd wedding. During the break, she jetted from one bridal shower in Seattle to another one in the Bay area. And while planning the wedding has kept her busy, Erin has had a wonderful time celebrating with her friends and soon-to-be husband.

Sara McLachlan, the fabulous first-year HEOC rep, will be finishing up her Masters this quarter. After graduation, Sara will be looking for gainful employment and traveling with her family to Machu Picchu in Peru.

Ed Ryan is in mourning as the West Wing, his favorite television show, is ending after a successful seven year run. But thanks to Bravo, Ed will be able to watch West Wing re-runs until the end of time!!

Jenee Slocum hosted her parents over the break. Her mother had never visited California prior to this trip. Besides sight seeing in Los Angeles, the Slocums traveled to San Luis Obispo for some hiking. And in late June, Jenee is planning to return to Brazil for another summer of intense language study and dissertation planning.

Ellen Stolzenberg is hard at work on her dissertation and is planning to graduate this spring. After graduation, Ellen will work for the UCLA Graduate Division and spend some of the 70,000 + frequent flyer miles she acquired while traveling for

HERI. Rumor has it that she is considering a trip to Argentina or Chile.

Julie Park spent spring break logging lots of miles, doing data collection for her 299. She is currently addicted to Grey's Anatomy, an indulgence that she shares with several other HEOC classmates (y'all know who you are).

During spring break, **Fanny Yeung** visited her home in San Francisco. And rumor has it that while in the City, Fanny got engaged. Congratulations!! As an aside, the HEOC Connection is expecting an invitation so that we can cover the wedding in our ever-expanding *Lifestyles* section!!

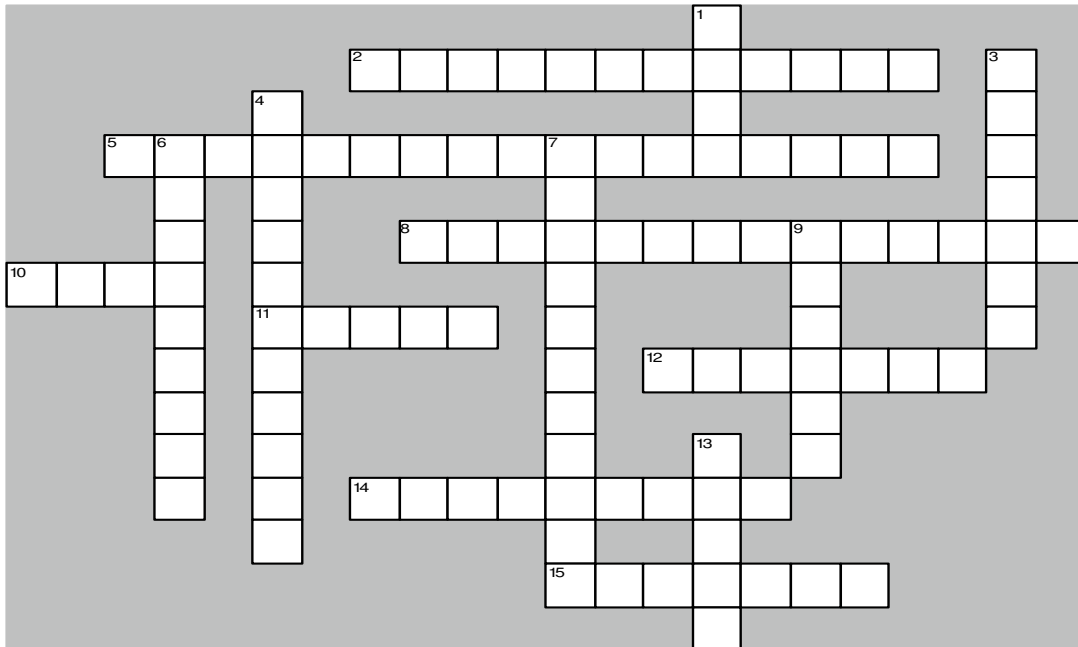
Also congrats on recent bride **Erica** and brides-soon-to-be **Angela** and **June** on their upcoming weddings!!!

Finally, congratulations to everyone who survived the DAP/MCE and the Quals, plus all of our HEOC grads who will be finishing up this year!!! We will miss you!!!

Interested in presenting your work? We'll be hosting a POSTER SESSION during the 40th Anniversary CIRP Symposium that will be held on campus right before ASHE. If you're presenting anything at ASHE or just want experience talking through your work, this is a great opportunity to get feedback and practice explaining your research. More information to come, but email Julie at jinwon@gmail.com or Kimberly at kag@ucla.edu if interested for now. Naturally, projects must incorporate CIRP data (221 projects, 299s, etc!).

THE HEOC CONNECTION CROSSWORD PUZZLE

The first three students who successfully complete the crossword puzzle and put it in Ed Ryan's mail box in the graduate students lounge will receive a nifty prize!!!



www.CrosswordWeaver.com

ACROSS

- 2 an unflattering nickname given to those business tycoons who fortunes were used to found Duke, Vanderbilt, Stanford, and the University of Chicago (two words)
- 5 a situation in statistics where two independent variables overlap considerably
- 8 legislators and the general public demand it
- 10 penned the Gold and the Blue
- 11 Sandy Astin's brother is famous for portraying this character
- 12 the name of UCLA's official charity
- 14 Tinto cares about it
- 15 named after a legislator from Vermont, this Act gave states 30,000 acres of land and forever changed the face of higher education

DOWN

- 1 Burton Clark wrote about this long detailed account
- 3 Pierre and Gary both speak of it
- 4 the qualitative description of human social phenomena
- 6 Ryan Gildersleeve made his acting debut in this popular MTV show
- 7 a fancy way of saying everyone wants to be like Harvard
- 9 this alum received the Nobel Peace Prize for brokering a peace accord
- 13 President of the Los Angeles State Normal School, this man was the first Chief Executive of what is now known as UCLA. Stumped? Chances are you have said his name at least a thousand times.