

Welcome

to another edition of the world renowned HEOC Connection! We'll cut the small talk and go straight to the meat (or veggies, if you prefer them) of the newsletter. We hope you enjoy it and as always, we're continuously on the look out for new writers. Do it for the love of your country, do it for HEOC.

Your editors,

Tracy-Erin-Julie-Ed

In this issue

Quote of the quarter.....	1
Dissertation proposal tips.....	2
HEOC Reps update.....	3
ASHE/Global Higher Ed.....	4
HEOC/CSA masters update.....	5
Page Six.....	6
Lifestyles: Sports and Books.....	7
EXCLUSIVE! Celebrity/Music.....	8



“Over the last 30 years, we've seen a *precipitous* increase in the number of students reporting that they have a major concern about how they're going to finance their college education”

Victor B. Sáenz Ph.D., HEOC '06
Higher Education Research Institute

<http://www.cbsnews.com/stories/2007/01/19/eveningnews/main2379266.shtml>

For those of y'all who forgot all of your big words after the GRE...

precipitous

One entry found for **precipitous**.

Main Entry: **pre-cip-i-tous** 🗣️

Pronunciation: pri-'si-p&-t&s

Function: *adjective*

Etymology: French *précipiteux*, from Middle French, from Latin *precipitium* precipice

1 : [PRECIPITATE](#) **2**

2 a : very steep, perpendicular, or overhanging in rise or fall <a *precipitous* slope> **b** : having precipitous sides <a *precipitous* gorge> **c** : having a very steep ascent <a *precipitous* street>

synonym see [STEEP](#)

- **pre-cip-i-tous-ly** *adverb*

- **pre-cip-i-tous-ness** *noun*

<http://www.m-w.com/dictionary/precipitous>

Pushed Out of the Nest: How to Fly (not fall or stall) through the Dissertation Proposal Process

By Erin Kimura-Walsh* Bay Area Correspondent

Suddenly we are pushed out of our comfortable nest of classes, reading lists and assignment deadlines—all of the wonderful routines that make up our course-taking years. Instead, we are faced with new-found independence. While we may take a class here or there, our primary goal now is to write our dissertation proposal—*all by ourselves*. We are now responsible for: setting (or not setting) our own deadlines, “grading” or rewarding ourselves, developing our own reading lists, or in essence developing the syllabus of our dissertation proposal process. So how do we avoid the pitfalls of the dissertation process when there are so many traps (e.g. great reality televisions, heoc kidZ songs to rock out to, happy hours to attend, HEOC Connection articles to write)? Here are some tips to help us make the most of our independence:

- **Find out what your advisor expects.** Advisors expect different types of dissertation proposals—some like the shorter 30-40 page proposal, others are looking for the first three chapters. Talk with your advisor and one of his/her more advanced advisees to find out what is expected for your proposal and your defense presentation. Also get a sample of a proposal from this advisee or another so that you can have a concrete example of what is expected.
- **Set the BIG deadline and stick to it!** Non-existent deadlines can be eternal. Set the month and, as it gets closer, the week, then the day, that you are going to defend your proposal. Having this deadline is essential to keeping on track. And tell the world so that they can hold you to it!
 - Quick tip: finals week is a good time to schedule your dissertation defense since a lot of faculty are available then.
- **Don't get overwhelmed**—think about your project in short increments (1-2 months at a time). One foot in front of the other.
- **Develop and use your networks.** Even if you aren't working on your proposal begin to develop your networks by reaching out to others—offer to look at their work and ask them to look at yours. Continue to use these networks in your proposal process. Initiate paper exchanges with multiple people—they'll appreciate your feedback and you'll definitely appreciate theirs. This is not about sucking up another person's time with your proposal or about them sucking up yours—it is about a mutual exchange among peers that we all need!
- **Connect with a mentor.** Whether it is your HEOC mentor or another advanced student, talk to a mentor. Get their feedback on your proposal, your defense presentation and the quirks of the dissertation defense meeting. Only the ones who have gone through it know that you need to bring good snacks, a tape recorder, etc., etc.
- **Find a dissertation proposal buddy.** While you're ideally going to have a wide network of supporters, find one key dissertation buddy with whom you communicate consistently about your proposal. This is the person who should know where you are in the process and what you're writing about at all times. This is the person you can call when you need to brainstorm, whine or get motivated. This is the person who will help you set up before your defense, nervously sit outside the door waiting for you during, and take you out for a cheese burger, fries and a root beer float afterwards.
- **Set reasonable monthly and weekly goals.** Hold yourself accountable to these goals by telling everyone in sight. The most effective way to hold yourself accountable is to promise someone a deliverable by a certain date—your literature review to your proposal buddy or a full draft to your HEOC mentor. And make sure you let that person know that they need to bug you as the date approaches ...
- **Make the proposal your priority.** Set aside specific days and times to work on your proposal and carefully consider and/or turn down other opportunities that are going to interfere with your writing process. Those opportunities to write something, teach something, do something else will always be there, and when you're done you'll get paid for it!
- **Use “dissertation” in your e-mail headers.** It is amazing how the word “dissertation” catches the attention of faculty and your peers. If it's about your dissertation use “dissertation” in your e-mail headers and you'll get a quick (or at least quicker) response. For example: “dissertation proposal defense date”, “dissertation research,” etc.
- **Know that it ain't pretty.** You will have *hard* times, *hard* times. The dissertation proposal process is not always pretty so use your support systems, complain a little, take breaks, reward yourself, and celebrate big and small achievements.

Congratulations, you are on your own!

*The author and her dissertation proposal buddy, Kimberly Griffin, successfully defended their proposals on December 12th and 13th respectively. And yes, to celebrate Erin did consume a cheese burger, fries and root beer float at Islands—quite a feat for such a small girl!

HEOC REPS UPDATE

Thanks to all the students who attended the HEOC town hall meeting on January 11th. We appreciate your valuable input! If you missed the meeting, here's a recap:

IMPROVING QUALS

Students are dissatisfied with the current format of quals and want changes! The concerns voiced ranged from issues of academic hazing, mental health, learning outcomes, stalling the dissertation process, exam redundancy, and inconsistency of faculty meeting with students to determine individualized research interests. After the meeting, we brought your concerns to the faculty, but they don't see an urgent need to change the exam. They are open to dialoging with students, but they want better reasons for requesting change. They also want to know that this isn't simply a case of pre-test anxiety or post-test trauma, but that there is broad HEOC student support in favor of productive change before proceeding with any serious consideration of this issue. So, your help is more critical than ever if you want to see quals improved! We're putting together a student task force to address the problems and recommend alternative formats so please contact Eddy Ruiz (earuiz@ucla.edu) to be a part of the task force.

QUALITATIVE METHODS FOR HIGHER EDUCATION

Due to popular demand, Professor Rhoads has offered to teach a qualitative methods course that is geared specifically for HEOC students in Fall 2007 or Winter 2008, BUT only if students are definitely committed to helping design the course and to taking it. The course would count as a HEOC elective and NOT a methods requirement, but because it is specifically higher ed focused, you may want to take this class in addition to or in tandem with a SRM qualitative course (e.g., 222A). It's a great opportunity to develop your qualitative skills so if you're interested, please contact Professor Rhoads (rhoads@gseis.ucla.edu / 310-794-4243 / Moore 3141) and let him know you're ready to sign up for the class!

BROWN BAG LUNCH WITH PROFESSOR LEVIN

When: Wednesday, January 31st; 11:30 am- 1:00 pm

Where: Moore Hall Reading Room 3340

Who: **John Levin**

Bank of America Professor of Education
Leadership, Director, California Community
College Collaborative (C4)
Graduate School of Education
University of California, Riverside

Title: *Into the Field: An Investigation of Non-Traditional Students in Community Colleges*

Description: Professor Levin's informal seminar is based upon his forthcoming book—Non-traditional Students and Community Colleges: The Conflict of Justice and Neo-liberalism—and will have two specific foci: qualitative research design and methods as well as an examination of the most marginal of community college students, the increasingly precarious position that they hold, and the apparent lack of justice this situation illuminates. For the seminar Professor Levin is particularly interested in interacting with HEOC students, addressing their questions, and expanding their professional vision.

JOB TALKS!!! DON'T MISS THEM!!!

Karen Kutotsuchi Inkelas: Thursday, February 1

Linda Sax: Wednesday, February 7

Shaun Harper: Thursday, February 8

Mark Engberg: Monday, February 12

All will begin at 12 noon and will be held in the reading room. Student meetings with job candidates TBA.

HEOC NAME CHANGE

Ever wondered what happened to the OC? Think you can come up with a better acronym? Can't fit Higher Education and Organizational Change within the margins of your CV? Maybe it's time for a name change! Tell us your best ideas and we'll recommend them to the faculty.

*Your HEOC student reps,
Angela, Chiara, Eddy, Amy*

Highlights of My First ASHE Experience *Lorelle Espinosa*



This November, I was given the opportunity to present my research at the Association for the Study of Higher Education (ASHE) annual conference in Anaheim. For those of you who have never attended ASHE, I've come to think of it as a meeting of the minds for us higher ed geeks. This year's theme for the conference was *Borderlands and Borderlines in Higher Education*. Which was serendipitous, actually. My research last summer focused on the impact of postsecondary privatization in the Central American country of Costa Rica (thanks to summer funding from the Graduate Division and faculty guidance from José Luis Santos).

Being international in nature, the proposal José and I put together was accepted to the International Forum, a pre-conference dedicated to research on higher education in other countries. Other pre-conferences included the Public Policy Forum and the Graduate Student Public Policy Seminar. It was thrilling to be surrounded not only by those doing research in higher education, but also by those studying international trends and issues. And, of course, the highlight of my experience was being able to present my findings to a group as excited and interested in this area as I've become.

There were other highlights, too, like attending sessions related to my other research interests and meeting graduate students in other programs. But, honestly, I have to say that the star sightings were major. No, I didn't see Brangelina, but I saw Pascarrella and AND Terenzini AND... they were together! Whoah. (You 209C/221 students know how excited this must have been!) It was like my own personal Carrie Bradshaw moment as if I met Dolce and Gabbana. Which would be cool, too, but so not higher ed geek chic. (Which is so in, by the way.)



A final highlight was bonding with my fellow HEOC-ers. For all the time that we spend together in class, it was nice to get away and do something related to our studies and yet totally different from our day-to-day. (Thanks to Chris, Fanny, and Mike for making it to my session!) Anaheim is no metropolis, but we made it work thanks to the Red Robin across the street and the hotel bar. Good times.

GLOBALIZATION AND HIGHER EDUCATION RESEARCH CENTER!!! The scoop from Chris Collins...



A research center is in the making at the hands of Professor Rob Rhoads and a few HEOC students. The mission of the Globalization and Higher Education Research Center (GHERC) is to advance knowledge about globalization and higher education. The Center envisions universities as key sites for determining and negotiating various global forces shaping societies today, including the growing influence of a world market. An important concern of the Center is the degree to which universities might foster truly democratic societies committed to global social justice and a more peaceful global co-existence. You can visit the site at www.globalhighered.com. It is still a work in progress and is developing several projects to expand the number of articles available on the site. There is also a submission page for anyone who is interested in being involved or submitting something to be posted.



which of these fine folks is **NOT** a GHERC affiliate researcher?

M.Ed. in Student Affairs Students Will Join HEOC Community in Fall 07

Rozana Carducci

The HEOC community will be a bit larger in Fall 2007 thanks to the addition of the M.Ed. in Student Affairs (MSA) degree program. As a member of the committee charged with developing the MSA proposal, I am excited to update you on the status of the project as well as highlight several new program features. First a bit of history... As a result of planned faculty retirements within the existing GSEIS Division of Counseling and Student Affairs (CSA), Dean Dorr and Education Department Chair Sandra Graham asked the HEOC faculty to develop a proposal to integrate the student affairs master's program into the HEOC division at the start of the 2007-08 academic year. Professor Linda Sax and Dr. Ronni Sanlo, Director of the UCLA LGBT Resource Center, coordinated the proposal development process which included consultation with the UCLA Vice Chancellor for Student Affairs, a review of national standards for student affairs professional preparation programs, as well as extensive research on model student affairs masters programs and the status of student affairs preparation programs within California. After receiving stamps of approval from both the GSEIS Committee on Degrees and Standards (CDAS) and the Department of Education faculty in spring 2006, the proposal was forwarded to and officially endorsed by the UCLA Graduate Council last November. I am pleased to report that the first MSA cohort (approximately 12-15 students) will begin classes this summer!

The M.Ed. in Student Affairs is an intensive four-quarter program of study that concentrates on student affairs theory, practice and research. Students will attend classes as a cohort on a full-time basis and participate in three-quarters of directed internship in a UCLA or off-campus student affairs office. The specific MSA degree requirements as well as key program features are outlined below:

Key Program Features

- *Emphasis on social justice education and transformative student affairs practice*
- *Commitment to cultivating scholar practitioners*
- *Professional portfolio development*

Degree Requirements

ED 209A History of Higher Education, ED 250A Organizations & Systems of Higher Education, ED 261F Seminar: Cognitive & Personal Development of College Students, ED 414A Student Affairs Practice & Theory, ED 414E Administration of Student Affairs, ED 419 Introduction to Research in Student Affairs, ED 498A - 498B – 498C Directed Field Experience , 1 Diversity in Higher Education Course, 4 HEOC Electives

Now that the MSA program has been officially approved, the design team is busy reviewing admission files, preparing instructional materials, and identifying potential internship sites for fall 2007. Professor Rob Rhoads is currently serving as the MSA Faculty Coordinator and Dr. Ronni Sanlo has been appointed to serve as the MSA Program Coordinator. In addition to teaching several student affairs courses, Ronni will assume responsibility for short- and long-term program strategy development, student recruitment and retention efforts, fiscal and organizational planning, leadership and administration, as well as ongoing development of both internal and external internship sites.

Finally, several students have raised important questions about the curricular and community implications associated with this new HEOC initiative. Here are few points discussed at the recent HEOC community meeting:

- **New Degree Option:** The HEOC division will now offer three degrees - PhD in Higher Education; MA in Higher Education; MEd in Student Affairs. All three degrees are characterized by distinct educational and professional objectives. Prospective students will need to make an informed choice between the two HEOC master's degree options. Please keep this in mind as you talk to potential HEOC applicants.
- **Increased Enrollment in ED 250A** – ED 250A is a required course for all three entering HEOC cohorts. In order to accommodate an additional 12-15 students in ED 250A, the Department of Education has approved funding for a 25% Graduate Student Special Reader position if enrollment exceeds 30 students. This will be an excellent **paid** professional development opportunity for an advanced HEOC doctoral student.
- **HEOC Electives** – Given that CSA students have routinely enrolled in HEOC electives (for example, the History of Higher Education and the student development seminar), we do not anticipate the integration of the MSA cohort into the HEOC division to significantly alter HEOC elective course enrollments.
- **HEOC Community** - Beyond merely growing in size, I believe the addition of the student affairs professional preparation program will benefit the HEOC community in two distinct but intertwined ways: 1) the inclusion of MSA students in HEOC courses will expand the

range of professional experiences and higher education knowledge communities represented in classroom discussions; 2) the integration of the MSA degree program into the HEOC division underscores the need for higher education scholars and administrators to work **together** in the translation of theory and research to professional practice.

I hope this brief introduction to the history and future of the new M.Ed. in Student Affairs degree program has answered your questions as well as sparked your enthusiasm for this exciting new HEOC initiative. Please feel free to contact me at rcardu@ucla.edu if you have additional questions or ideas.

HEOC PAGE SIX (literally!)

Congratulations to **Kimberly Griffin**! She advanced to candidacy on December 13th (the day after her dissertation proposal buddy, Erin). Her dissertation is entitled: *Can Reaching Back Push You Forward?: A mixed methods study of faculty and their relationships with students*. Her study promises to make a significant contribution to higher education research. Kimberly celebrated Christmas with her family in San Diego and then traveled to the frozen wastelands of Cleveland, Ohio to celebrate New Year's (you can ask her why--in fact, please do!). Currently, she is looking forward to her birthday on January 29th, and visiting with Erin who will be making a bunch of trips down to UCLA to do dissertation data collection. She would also like to make sure that all of HEOC Connection readers know that she did not write this. Kim²4ever!

Jenn Curley and her fiancée, David traveled back east over the Winter break to celebrate Christmas with her family and do some wedding planning. Recently, she celebrated her birthday on a weekend trip up to San Francisco where she stayed (and distracted) Erin who was trying get some work done, but got dragged up to have hot chocolate at Ghirardelli Square—such a bad influence! She is also really looking forward to all of Erin's visits down to Los Angeles. Jenn did not write this either...

Oscar Cerna and **Patricia Perez** will be heading to Chicago to present their work at the AERA conference. The title of their paper is *Evaluating Organizational Change at an Emerging Hispanic-Serving Institution*.

Ross Aikens (HEOC MA '05) recently heard Ward Connerly and Jennifer Gratz speak at USC. Regarding Ms. Gratz, Ross reports: *"I couldn't resist the opportunity to talk to her too, so I introduced myself afterwards and asked what she was up to these days and how long she's in the area for, and my coworker who was eavesdropping totally thought that I was asking her out. I maintain I didn't, but in retrospect, that also would have been interesting."* Oh yes it would! Ross is also enjoying indirect infamy as the roommate of the filmmaker who pulled off the entire lonelygirl15 shebang on YouTube!

Julie Park is appreciative of everyone who gave in to her arm pulling and contributed articles to this edition of the Connection. She would also like to note that the Connection can always use new editors/writers, especially those are trained in the art of hitting "Ctrl+C/Ctrl+V" because that's all it really takes to put this thing together.

An update from Miguel and GSAE...

GSAE has been keeping some of our very own busy this quarter planning events and representing graduate students on various university committees. If you missed any or all of our events it's not too late to join the fun this quarter. You may have seen (or heard) us at the GSAE social that took place in the reading room back in November--there was plenty to eat and "drink"--or the holiday party that we co-sponsored. With the help of many HEOC'ers we have been able to incorporate service and giving into our events this year. For example, we held a holiday toy drive and more recently at last week's bowling night (where doug b. had the second highest score of the evening) we incorporated a book drive. We look forward to seeing more of you at some of our meetings and events this quarter!

The GSAE officers

CHECK 'EM OUT! HERI Brown Bags, coming to a Reading Room near you. The next one features the NIH project, 12-1, Feb 14. What better way to celebrate Valentine's Day??? Bring a date! (jk, unless you really want to)

HEOC LIFESTYLES

(OF THE BROKE AND RELATIVELY OBSCURE/UNKNOWN...FOR NOW!)

SPORTS *COMPLIMENTS OF DOUG AND NOLAN*

They're slow, out of shape, and can argue the shortcomings of postmodernism while running a pick and roll. They are the Scholar Ballers. Occasionally brilliant, usually sloppy, but always fun (especially when beating up on undergrads), they take over the Sunset Rec. courts every week. The starting lineup goes like this:

Xiaoan "*The Great Wall*" Li
Doug "*Magic*" Barerra
Shannon "*Ice*" Calderone
"*Slik Vik*" Saenz
"*The Fundamentally Sound*" Rob Rhoads
Jose Luis Santos, aka "*The Marine*"
Kevin "*The Fos*" Fosnocht
Nolan "*Watch Out Wall*" Cabrera

Now, the teachings of legendary UCLA basketball coach John Wooden ("Be quick, but don't hurry." "Failing to prepare is preparing to fail.") aren't exactly on display at Sunset Rec, but there's still some quality ballin' out there. Xiaoan with the rainbow bank from the left side, Shannon making like the second coming of Jimmy Chitwood (if you don't know, go rent Hoosiers right this minute), Doug hitting the not-so-sky hook from 15 feet, crafty Rob Rhoads with the two-handed scoop to the hoop, Nolan mastering the 4 on 1 break (he being the 1 taking on 4), and on and on.

Countless twisted ankles, scrapes, bruises, and one concussion later, the Scholar Ballers are still going strong. New recruits are always welcome, but please bring your A game. Or more importantly, your health insurance card, cause you're gonna need it!

Books You Don't Have Time to Read...

In the true sad spirit of this column, I (Julie) didn't have any time to read non-higher ed books this past term because I was studying for Qualls. However, to celebrate the end of that momentous event, I spent my entire Thanksgiving and Winter Holiday breaks indulging in the first and second season DVDs of *Veronica Mars*. VM is basically a show about a teenage sleuth in SoCal who solves mysteries, aided and abetted by her dad (also a detective) and faithful friend Wallace. Before you say "wow that sounds really lame," I have to say that the show not only has great/witty writing, it also contains the added bonus of class warfare (the haves vs. the have-nots of "Neptune, CA," which suspiciously resembles parts of the OC) and major racial tension!!! So it does a much better job of portraying the OC in its diversity and class divide than say, *the OC*.

Anyway, in Season 3 (currently airing at 9 PM on Tuesdays on the CW) Veronica goes to Hearst College (she got into Stanford but lost a scholarship because a rich kid edged her out for valedictorian by getting the very expensive "semester at sea" counted as an honors class) where she encounters many of the issues hitting college campuses today: rape/GHB, cheating, hook-up culture/confusing relationships, really gung-ho feminists (they were kind of mean in their portrayal of the "Lilith house" students I thought, but they make fun of a lot of people), animal testing in labs, occasionally unresponsive campus administrators, and weird Sociology experiments. And did I mention that she's a commuter student? A commuter student with an off-campus job! Well, the stats might be against her (besides her being a white female) but with her smarts, Veronica should survive college just fine.

I did, however, have time to read a short story of higher ed interest: *Landfill*, published by Joyce Carol Oates in the New Yorker 10/09/06. http://www.newyorker.com/fiction/content/articles/061009fi_fiction

MUSIC-CELEBRITY EXTRA!!!

AND THE BEAT GOES ON...

BY MIKE KNOX

In late October of 2006 students in the Higher Education and Organizational Change program at UCLA were greeted in Moore Hall's Graduate Student Lounge by a fresh issue of the *HEOC Connection*. Unbeknownst to these innocent, hardworking students, that particular issue of the quarterly newsletter would shake the musical and academic worlds to their very core.

Someone on the editorial staff of the *Connection* had struck journalistic gold. He or she had gotten hold of an exciting exclusive: a rejected ASHE proposal featuring the now infamous HEOKidz. The anonymous author of the proposal had set out to conduct a qualitative exploration of the lives of HEOKidz members, **Nolan Cabrera** and **Shannon Calderone**, and in doing so sparked a global case of HEOKidz fever.

Almost immediately the HEOKidz were hotter than ever, pushing out three albums before the New Year and adding a third member to the band for their most recent release, *Pedagogy of Love*. **Ray Franke**, A.K.A the German David Hasselhoff, turned out to be just what the band needed. As the new front man, Ray's non-threatening good looks and Hoffian vocal stylings catapulted *Pedagogy of Love* to the top of the billboard charts where the groups hit single *Falling for you in a Semi-Structured Interview: Discourse of a Broken Heart* remains at number one to this day.

With the success of the HEOKidz, and what the ASHE proposal's author termed the **grad student-turned-pop star** (GSTPS) lifestyle, a plethora of imitation bands emerged. From the short lived funk group *The Fanny Yeung Experience featuring Miguel* to the blue grass blazing *Victor Saenz Quartet* (yes, gstps can affect even post-docs in extraordinary cases) countless one-hit-wonders sprang up, pulling talented scholars away from their work and into the fast-paced, exhilarating world of the pop star.

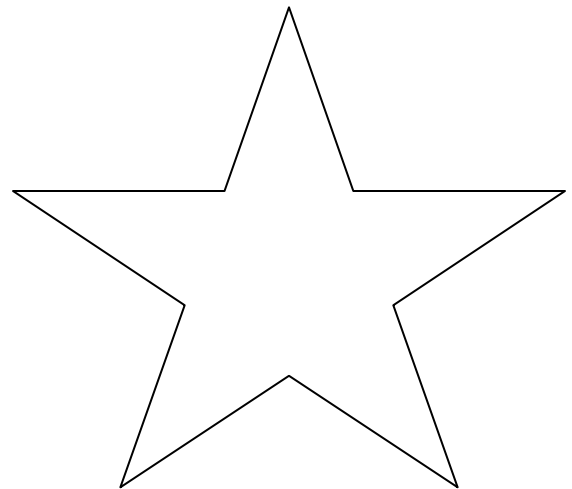
Educational research suffered as more and more of the fields best and brightest were charmed by promises of becoming a GSTPS, only to have their aspirations crushed by greedy managers eager to put out a single

hit and cut them loose. HEOKidz own manager, **Doug-E-Fresh Barrera** took on more than a few of the eager newcomers stating "These kids are a dime a dozen. You squeeze a few bucks out of them and you move on."

Today, while their music is still riding high, the HEOKidz themselves are in ruins. Jealous of Franke's popularity, Nolan attempted to launch a solo career. In an ill-fated attempt to distance himself from the group, he had his name legally changed to ϕ . His freshman album was unfortunately less than a success with stagnant sales and reviews comparing his new sound to **Eddie Murphy's** classic *Party All the Time*.

Shannon cracked under the pressure of the bands success and began using quantitative methods regularly. After a weeklong binge, she was picked up by authorities in Malibu when neighbors complained about the constant data analysis. Nearly 20 illegally registered copies of SPSS were confiscated from her home. Shannon was last reported to have checked herself into a rehabilitation clinic for quantitative addiction sufferers.

The newest member of the HEOKidz was forced into bankruptcy after investing nearly all of his newfound wealth in what turned out to be a phony space program. He had hoped to become the first pop star to walk on Mars. Broke and without a band to replenish his space fund, Franke left the music business for good. Today, Ray is back in school and is the nation's foremost scholar on the dangers of GSTPS.



HEOKIDZ 4 LYFE!!!