HEOC Attends Claremont Graduate School's First Annual Diversity Lecture with Dr. Shaun Harper

by Daryl McAdoo

With high hopes and much anticipation, two car loads of HEOCers pressed their way through two and a half hours of LA traffic to arrive at a small town sprinkled with empty restaurants and quiet streets. Yet, the rush to leave campus in a futile attempt to beat rush hour, the endless hours behind the wheel, and the ominous walk down deserted college-town streets that would function as the perfect backdrop for a murder mystery, proved to pay off big time!

On January 28th, Claremont Graduate School hosted its first annual Daryl G. Smith Diversity Lecture presented by the School of Educational Studies. This year’s theme was “The Elusive Quest for Racial Equity in U.S. Higher Education” with keynote speaker Shaun R. Harper, from the Graduate School of Education at the University of Pennsylvania. Acclaimed researcher Dr. Harper focuses on students who have figured out how to succeed in disadvantaged environments and investigates the factors that motivate men of color to graduate from high school and attend college.

For his address during the Daryl G. Smith Diversity Lecture, Dr. Harper decided to focus on the role that colleges should play in developing the next generation of leaders with diversity awareness and skills. Through a myriad of empirical and anecdotal examples, Dr. Harper meticulously proved that diversity in numbers on college campuses does not equal diversity in communication and attitudes and that many majority-minority institutions continue to suffer from segregated campuses that harbor latent and salient prejudicial and even overtly racist environments. Urging colleges to take the diversity issue more seriously, Dr. Harper cautioned academies across the nation to be wary of graduating students that can’t understand or fully function in a diverse America while promoting peer pedagogies (peers supporting peers) as a method to help students of color be successful in college.

In all, the packed auditorium was riveted and impassioned by Dr. Harper’s lecture, insights and call to action (so much so that Joe Ramirez event started his Twitter account that night so he could follow Dr. Harper). It was a great night to learn, to promote diversity and to show that HEOC always shows up to support a truly worthy cause!
GSE&IS Town Hall: Addressing department climate through dialogue

by Lauren Ilano

On February 6, 2014, students, staff and faculty members representing all divisions of GSE&IS attended a department-wide Town Hall sponsored by the division and hosted by the members of Call2Action. In light of persistent iterations of hostility encountered by students of color within the department, students organized and led a meeting to address interpersonal climate concerns.

The meeting was structured in a way that facilitated understanding of key issues to identify appropriate areas for action. In order to create a level of shared understanding, the meeting began with a set of Community Agreements familiar to the many of us engaged in work with youth and/or communities. To further clarify terms and contextualize the issues within our school, Dr. Solorzano gave a short lecture on racial microaggressions and Dr. Howard spoke about the continued salience of race. Students then shared their experiences as students of color within GSE&IS, emphasizing instances of racial macro- and microaggressions within the classroom. Along with current students, Dr. Marvin Lynn, former Urban Schooling student and current Dean of the School of Education at University of Indiana at South Bend, provided a poignant reminder that these issues are neither isolated nor new. These lived experiences shared by Dr. Lynn and other students within the department opened into a wider dialogue between those present at the Town Hall Meeting.

In order to ensure that all students and staff were able to share their experiences and suggestions, the attendees were broken up into groups of 15-20 participants. The discussions began with participants sharing experiences of microaggressions (either committed or experienced) in the department and continued into brainstorming suggestions on how to actively address climate issues. A common theme of these discussions was the presence of disunity within GSE&IS between divisions/programs and between students and faculty. The most salient divisions that came up in discussions, however, were those divisions based on race, class, gender and citizenship.

To address these issues, the consensus was that more dialogues were needed in order to build community and sustain space for reflection on how we are all oppressed/oppressors. As powerful as it was to have a space where students and faculty could openly discuss issues relating to the school climate after a series of hostile encounters faced by members of our community, we need to be proactive about the climate at our school and continue hosting dialogues. Issues of racial climate at graduate and professional schools at UCLA (and beyond) cannot be addressed fully without serious consideration of the stubborn roots of these problems. As we move forward, I hope we can sustain dialogues and find ways to collectively work together to build community and work towards liberation.
"Well, there's always room at the research paper sessions..."

by Bryce Hughes

I was walking down the hallway at the Indianapolis Marriott during this past ACPA conference with two of my friends from my student affairs master's program cohort at Seattle University. Both of them were concerned about getting to their education sessions early in order to get seats as many sessions tend to fill up to the point where there's standing room only. On the other hand, I was headed to a research paper session to see work presented by one of our recent HEOC alumni, Dr. Mark Johnston (now at The Ohio State University). I had presented in two research paper sessions at the conference already, and was making a joke about how most of the people who attend the paper sessions were either the presenters themselves, their advisors, or other doctoral students learning how the research process works. They found it funny enough to post to Twitter!

I definitely do not mean to begrudge the attendees at ACPA by making this observation. The problem has little to do with a lack of interest in research on behalf of the student affairs practitioners in attendance at the conference, and everything to do with the number of exciting and interesting sessions that get crammed into three days given the time and space constraints of planning a national conference. I was also fairly choosy as to which educational sessions I attended given the time I needed to prepare for my presentations, present my research, and take time to rest given all the networking opportunities and the long conference days.

But I also noticed my experience of the conference was quite different now that I am no longer a student affairs practitioner, instead aiming to become a full-time researcher. For one, the presentations I was prepping for were 15 minute research presentations while my colleagues were gearing up for educational sessions that sometimes stretched two hours or more. I was also not choosing sessions based on their relevance to my functional area; I made decisions about sessions to attend through determining how they aligned with my research interests, helping me think about research problems in new ways. Finally, I definitely did not need to network in the same ways as my colleagues, especially those who were participating in Career Central.

But I do remember what it was like to be on the market when I was in my master's program...

In addition, as a scholar in an applied field, I found it valuable to present my research to an audience composed far more of practitioners than the typical audiences we present to at our academic research conferences. In particular, the discussant for the second session in which I presented made a point that our job as researchers is to reveal how the implications of our findings inform the work of practitioners. In other words, in an applied field, we as scholars must be skilled in communicating our work to multiple audiences. Otherwise our work lacks relevance to those who are putting it into practice, and it does little to address real problems faced within the field of higher education. And while there may always be room at the research paper sessions, conveying your work in multiple outlets means practitioners will pick it up at some point as part of their own ongoing professional development.

As a closing thought, I wanted to give a shout-out to the Pecha Kucha Night at ACPA and mention how much I enjoyed it. Pecha Kucha, Japanese for chit-chat, is a presentation format where presenters speak using 20 slides displayed for 20 seconds apiece, encouraging concise and dynamic presentations. I found it to be a very innovative technique to allow a person to present on some topic that excites her, and to maintain the applause and laughter throughout the evening. It's definitely something I would look into again, and might even challenge myself to come up with a Pecha Kucha presentation. What topic would you choose for a Pecha Kucha Night?
Sociology of Education Association Annual Meeting: P-16 and Interdisciplinary Learning Opportunities

by Carrie E. Miller

This winter I attended the annual Sociology of Education Association (SEA) meeting with fellow HEOC students Brit Toven-Lindsey and Michelle Strausman at Asilomar State Park. SEA provides a forum for sociologist and education scholars to discuss research related to P-16 educational systems. The 2014 theme “Understanding Educational Context and Inequalities: Influences and Outcomes” framed the weekends discourse. The papers shared covered a broad range of topics including teachers facilitating cheating on high stakes tests, teacher incentive pay, college access, college choice, influence of schools on early fertility and college student political styles. The SEA conference not only presents a wide array of research but creates a different conference environment than much larger national conferences. There are no concurrent sessions at SEA; everyone attends one large session and is able to engage with other conference participants about all of the papers shared throughout the day. Additionally, conference attendees share all of their meals throughout the weekend, providing an opportunity to meet new colleagues and discuss research ideas.

The conference papers and presentations centered on issues related to educational inequality and school context across the P-16 system. This conference drew our attention to issues that influence higher education that we might not have otherwise considered. Similarly the methodological and theoretical differences between sociology and some educational studies highlighted the disciplinary values of our sociological colleagues and challenged our own thoughts about best research practices. At the nightly socials we were able to meet graduate students in both sociology and education from institutions across the United States and make connections with colleagues doing work related to our own research. There were two keynote speeches delivered at SEA, one related to K-12 education and the other about higher education.

The two keynote speakers provided two very different but equally important perspectives on education. The first Keynote Speaker, Dr. Adam Gamoran, President of the William T. Grant Foundation, delivered a lecture entitled “Federal Policy, Educational Inequality, and the Role of Research in the Wake of the No Child Left Behind Act.” Dr. Gamoran shared critical and thoughtful insights about the pitfalls and failures of the No Child Left Behind Act and suggested new fruitful lines of inquiry to improve school reform. The second Keynote Speaker, Dr. Amy Binder, an associate professor of sociology at University of California San Diego, spoke about key findings from her new book (with Kate Wood) *Becoming Right: How Campuses Shape Young Conservatives.* Specifically, Dr. Binder highlighted how campus cultures shape conservative students’ political styles. She provided keen insights into how campus culture influences social norms and students expectations regarding political involvement.

Each of us who attended SEA felt that we learned a great deal from attending the conference and connecting with other sociologically oriented colleagues. I thoroughly appreciated engaging with K-12 scholars and having an opportunity to consider how K-12 environments impact higher education.
From the Conference Circuit: Association for Institutional Research
by Joe Ramirez

Over the course of the year, Professor Hurtado, Adriana Ruiz Alvarado, Theresa Stewart, Abbie Bates, and I worked on a research project examining issues of graduation rates, marginalized students, and institutional retention practices. At the Association for Institutional Research’s Annual Forum in Orlando, Florida we had the opportunity to present our work.

As this was my first time presenting at a professional conference (and the first one I had attended as a graduate student), I looked forward to sharing our results and engaging others on these critical issues. In addition, having seen many other colleagues attend conferences throughout the year—ASHE and AERA among them—I have come to appreciate how important these are to completing papers, advancing scholarship, and receiving feedback.

After arriving in Orlando, our team put the final touches on our PowerPoint presentations—there’s nothing like a deadline!—and we rehearsed our talk a few hours before tip-off. As a side note, in walking around the hotel lobby and seeing other groups huddled around a laptop open to PowerPoint, I found out that pretty much everyone else did the same thing.

Upon seeing a number of people flowing into our conference room, with some even standing in the back (not because all the seats were taken but because of personal preference), I felt nervous but also relieved that the moment had finally come. Fortunately, we had a 45 minute window to present, so we all had a chance to share parts of our work and get into a groove. Participants asked a number of questions, and even more come up afterwards to continue the conversation. Once everyone exited the room, and we were the only ones remaining, we looked at each other, laughed, and gave each other high-fives! We still have to finalize the paper (the work never stops!), but it felt good to have that culminating experience.

In addition to the presentation, the conference provided us with an opportunity to spend more time with each other—outside of the halls of Moore—as well as others from UCLA who made the trip. I have heard others speak about the type of community building and bonding that takes place at conferences, so it was fun to experience it for myself. I returned to campus grateful for the opportunity to represent HEOC and UCLA at AIR, and I look forward to participating in many more conferences alongside my colleagues in the coming years!
Greetings!

As spring quarter begins to wind down, it is hard to believe that MSA students are already upon graduation! It has been a fast-paced year filled with new experiences and great memories for our cohort. Many MSA students have taken on additional internships to get more practical experience before heading out into the field after graduation. And on top of the busy day-to-day lives of MSA students, the job search has absorbed any additional time that we may have had!

At the end of Winter Quarter, many MSA students attended either the NASPA or ACPA national conference. NASPA was held in Baltimore this year, and ACPA was held in Indianapolis. Everyone thoroughly enjoyed the conferences and gained valuable information about the profession and their particular areas of interest. In addition to conferencing, a few students also took part in The Placement Exchange (TPE), a national job placement hosted by NASPA where employers from all over the nation gather to interview prospective employees. TPE can be described as nothing other than an "experience"! In the course of three days, there were over 11,500 interviews that took place! It was definitely overwhelming at times, but provided cohort members with an invaluable interview experience that they surely will never forget!

We hope everyone had a successful exam weekend (for those who took them)! And we look forward to spending our last few weeks of Spring in Moore Hall with our fellow HEOCers!
As a first year PhD student, I don’t often think about my career trajectory in higher education. But, listening to the wisdom of seasoned veterans in the field reminds me to think about the future and plan for my career. The spring Charla, hosted by the HEOC Reps, featured Dr. Robert Teranishi, who is a faculty member and professor in the Social Sciences and Comparative Education division. Dr. Teranishi is also the Morgan and Helen Chu Endowed Chair in Asian American Studies and is the co-director for the Institute for Immigration, Globalization, and Education as well. Dr. Teranishi volunteered his time to speak with students about the development of his career since graduating from HEOC.

Dr. Teranishi talked about his experiences as a child growing up in a small farming town in Northern California. He reflected on some of the hardships he experienced being the only Japanese American family in this town, which was mostly White or Latino. Although he was not at the top of his high school graduating class, he earned decent grades and had plans to attend college. However, it was not until college at UC Santa Cruz that Dr. Teranishi discovered a true love of learning and research in education. After his undergraduate career as a banana slug, Dr. Teranishi became a Bruin. He earned his MA and PhD in the HEOC Program and after graduating, made the decision to accept an offer as a post-doc at the University of Pennsylvania. He reflected that the decision to leave California was a very difficult decision to make as California had always been his home. However, he admitted that this was one of the best decisions as it allowed him to grow as a professional by forcing him to broaden his perspective outside of his home state. After his post-doc, Dr. Teranishi accepted a position as professor at New York University, where he earned tenure. He was also appointed by Secretary of Education, Arne Duncan to the U.S. Department of Education’s Equity and Excellence Commission as well.

Throughout his narrative, Dr. Teranishi reflected on how his personal experiences influenced his professional trajectory. He admitted that his experiences growing up influenced and continue to impact the type of work he engages in as an education scholar. Furthermore, he commented that this is a positive thing because it allows him to pursue issues that are not only important, but that hold a personal meaning to him as well. This intersection between personal and professional is something that Dr. Teranishi recommends to new scholars because you should never engage in work that is not meaningful or significant to you as a person first.

Another recommendation that Dr. Teranishi provided was that students should expand their horizons and allow for opportunities to present themselves. Often, the best opportunities are ones that are unexpected and if we are not open to them, we run the risk of missing out on some amazing prospects. He reflected that this is what happened when he was appointed to the Equity and Excellence Commission for the U.S. Department of Education. His willingness to be open to new opportunities allowed him to accept this esteemed position with enthusiasm and purpose.

To conclude, Dr. Teranishi provided some advice for burgeoning scholars. While always “moving forward,” it is important to evaluate your goals and adjust your trajectories accordingly. Additionally, as members in the academy, we represent the “one percent” of intellectual leadership and we need to be ready to use this privilege to make the world a better place. Finally, the world is a small place, so remember to not only treat others with respect, but be a good colleague to them as well.
Overall, listening to Dr. Teranishi’s journey was not only helpful to me as a burgeoning scholar, but it was inspirational as well. I found myself reflecting on my trajectory as an education scholar and wondering where the future would take me. I also greatly appreciated hearing about his journey because it put my struggles into perspective. As a first-year PhD student, I find that I am often concerned with class requirements or research deadlines. I sometimes get so caught up in the day-to-day realities of being a graduate student that I neglect to take the larger perspective into consideration. In other words, I can’t see the forest for the trees. But, listening to Dr. Teranishi reflect on his journey encouraged me to refocus on the bigger picture: why I am engaging in this work in education in the first place. While the papers, exams, and deadlines are important steps in my own professional journey, I am dedicated to the field of education to make a positive impact on the field itself. I am here to struggle in the fight for equity and social justice. Maybe if I keep these facts in mind more often, the papers and deadlines won’t seem so bad. So, as an n=1, I would like to thank Dr. Teranishi for taking the time to instill some inspiration in a young student looking to make a difference.

Dining with Professor Pizzolato
by Michelle Strausman

Taking a study break from YRL and Moore’s graduate lounge, several students participated in the annual “Dinner with Strangers” event organized by our HEOC representatives this past February 27th. Professor Jane Pizzolato opened up her home to several M.A., M.S.A., and Ph.D. students for an evening filled with food, laughter, and great conversation. The atmosphere was casual and comfortable as students across advisors and years bonded over a favorite pastime – taking the time to enjoy a home-cooked meal (sorry Panda Express!).“Dinner with Strangers” provided a much-needed break from research and dissertations so that HEOC students could discuss life outside of our beloved and AC-lacking Moore Hall. Having an opportunity to mix and mingle with classmates and faculty members in a non-academic forum was refreshing and lifted the spirits of many as we were getting ready for the final push of the quarter – surviving (I mean, thriving with) our finals. While graduates students are seemingly always busy and constantly buried in work (my Netflix account has really taken a hit since starting UCLA in the fall), “Dinner with Strangers” served as an important reminder that we are more than our research topic(s); in fact, we are probably just hungry for great food and great company in an air-conditioned building.
HEOC Researchers Usher in a New Era of High-Tech Data Visualization
by Tracy L. Teel

This past February, HEOC Professor Linda J. Sax and second-year doctoral student Kate Lehman shared their vision for next-generation research with the GSE&IS community. Originally showcased as an ASHE Presidential Session in 2013, Navigating Information Overload: Data Visualization as a Tool for Advancing Scholarship encouraged scholars to explore the power of 21st century data visualization technology. Dr. Sax and Kate made a compelling case for why researchers, analysts, and practitioners should consider employing digital design tools in their work. Dr. Sax explained that the time is right for new analytical techniques in higher education research, “In an era of ‘big data,’ we have unprecedented opportunities for data exploration. Being able to effectively communicate what we learn from big data requires knowing how to simplify the results for broad dissemination.” Kate elaborated, “Data visualization is a way to get people to interact with data and reveal insights that might be missed in the traditional formats for displaying results.” They emphasized that data visualization is about more than repackaging results in flashy and attractive ways, it is about being able to view and manipulate data in ways that inspire new ideas.

The presentation at Moore Hall drew interest from across the UCLA campus, attracting a variety of attendees from HEOC and beyond. Because the concept of data visualization is difficult to understand in the abstract, the presentation began with a clip from a popular 2006 TEDTalk by Swedish Professor of Global Health, Hans Rosling. To help the audience conceptualize, Dr. Sax explained that they “used CIRP and federal data [from] over the past forty years to demonstrate how data visualization can be used to literally ‘see’ changes over time across several variables simultaneously.” With these new design technologies, Dr. Sax and Kate were able to dynamically represent complex longitudinal data on women’s degree completion in STEM that would have otherwise been graphed on several separate charts (see Fig. 1). Tapping into the power of visualization tools, they also showed how several pie charts representing proportions of degree completion at single points in time could be stitched together and animated to indicate chronological change. The resulting visualizations offered an impressive new method to make sense of fluctuations in complex data over time.

A major reason that data design tools are so exciting is that they make it possible to visually represent and manipulate data in ways that are impossible with static, two-dimensional charts. For Kate, the experience of delving into this new territory has been eye-opening, “What became obvious to me is that many other fields are going far beyond traditional charts and graphs to display their data. Scholars from other disciplines are telling great
stories with their data to highlight their work.” The features of one platform shown during the presentation even allow researchers to map qualitative data onto virtual geographies, allowing the end-user to “travel” through the research landscape! As an emerging higher education scholar excited about the possibilities that new technologies offer, Kate shared, “Frankly, I felt like higher education was falling behind. I see data visualization as a way to be on the cutting edge.”

One trepidation about transitioning to these tools is the researcher expertise required to create complex visualizations. The financial outlay of purchasing software and user licensing for some programs is also a barrier. Dr. Sax admits both healthy skepticism and legitimate concern about the realities of computer-based dynamic design, “While we are excited about the potential of data visualization, it can also be quite labor-intensive, not to mention expensive, depending the type of data you are dealing with and the level of sophistication you want to achieve in the final product.” Kate discussed her own steep learning curve during the initial phases of data modeling for Dr. Sax’s NSF project on women in STEM, “Linda introduced me to the topic, and I spent several months researching data visualization.” She also admitted that teaching herself the computer programming required for basic animations in Quadrigram (the program demonstrated in the presentation) would not have been so easy without the help of her husband Zack, a video game designer. Despite these challenges, Kate and Dr. Sax still believe that being able to organize and display complex data in non-traditional formats is well worth the extra investment in time spent learning new skills.

As successive generations of higher education researchers and practitioners explore the possibilities of working with big data, the shift toward more sophisticated technologies will continue. HEOC alumna and director of UCLA’s Student Affairs Information and Research Office (SAIRO), Kristen McKinney (Ph.D., ’01) attended the presentation. When asked about the importance of data visualization to her own work in student affairs, she replied that, “reporting on the results of our research is a critical component in making sure that they have an influence on practice.” In the not-too-distant future, researchers may find that they need to shift strategies and call on different tools to ask questions and explore phenomena in new ways. Dr. McKinney weighed in on this saying, “We need to continue to have these conversations about the best ways to report and visualize data in order to tell the most useful and informative story to our audience.” Dr. Linda Sax and Kate Lehman clearly agree. While perceptions of difficulty and expense may deter some from engaging with the promise of data visualization, Kate remains positive, acknowledging that “data visualization can be hard work, but I hope our presentation encourages more HEOCers to try [it] when sharing their work.”
Congratulations!!!

The HEOC Reps would like to congratulate those in the HEOC Community who are graduating and/or receiving degrees:

MA
Daryl McAdoo
Abigail K. Bates
Jason Chan
Nestor Espinoza
Alexandra Maclellan
Christine Mata
Mike Nguyen
Joseph Ramirez
Juan Carlos Sanchez
Tracie Sanchez
Michelle Strausman
Yingyuan Zhang
Hilary Zimmerman

Ph.D.
Dr. Marcia V. Fuentes
"Campus Racial Climate, the Diversity Rationale, and Affirmative Action Policy: Towards a Socially just and Socially Engaged Democratic Citizenship"

Thank you, HEOC community, for facilitating my growth as an academic and pushing me to explore new boundaries. I hope to continue to build a professional and personal relationship with each of you in the years to come. Special thanks to Dr. Allen and my dissertation committee, Sylvia, Mitch, and Dean Gilliam, for helping shape my scholarship with their questions, feedback and critique. Last but not least, shout out to my cohort for providing the camaraderie, laughs, (personal and professional) sounding boards and study dates to get me through these past four years!

Dr. Juan C. Garibay
"Beyond Traditional Measures of Success in STEM: Predictors of STEM Bachelor's Degree Recipients' Values Toward Using Research and Sociopolitical Involvement to Promote a More Equitable Society"

Future Plans: Move to Charlottesville, VA to become an Assistant Professor at the University of Virginia.

Dr. Farhad Abas Hagigi
"The Hybrid Public Research University: A Comparative Case Study of Two Self-Sustaining Degree Programs in Public Health"

Dr. Allison Kanny
"Forks in the Pathway? Mapping the conditional Effects of Dual Enrollment by Gender, First-Generation Status and Pre-College Academic Achievement on First-Year Student Engagement and Grades in College"

Began working as a Research Analyst in the Office of Institutional Research and Planning at Cypress College on June 2nd.
Dr. Xiaan Li
"The Academic and Social Integration of Chinese Doctoral Students into U.S. Universities and the Role of the Chinese Students and Scholars Association (CSSA)"

Llanet Martin, Ph.D.
"The hidden curriculum exposed: How one outreach program bridges cultural capital and cultural wealth for Latina/o community college students"

During my time in HEOC, I received great advice from faculty and from the advanced students. As a recent grad, I would share some of that wisdom with you. Here are just a few things that made it possible for me to reach the end.

1. Don’t measure your success by others. This is your degree and you will have to live with your accomplishments when you are done. Make sure it is meaningful to you! (Thanks Rick!)
2. Research is me-search, so don’t shy away from researching topics that are deeply personal. Trust me, it makes writing so much more enjoyably! (Thanks Pat!)
3. Don’t be afraid to celebrate each milestone. My favorite Westwood spot--Palominos! Check it out!
4. Do submit your work to varied conferences, not limited to ASHE, AERA. It is a great way to network and see what other folks are working on.
5. Lastly, summers are a great time to recharge that battery, so don’t forget to enjoy the SoCal sun with all the summer concerts. They are FREE! Farewell and enjoy the ride!

Dr. Eddy A. Ruiz
"Native American Students, Campus Climate, and Resistance at Borderland University: Adventures in Colonialism"

Dr. Adriana Ruiz Alvarado
"Latina/o Pathways through College: Characteristics of Mobile Students and the Institutional Networks they Create"

Can’t believe it’s over! I wouldn’t have made it to the end without a super supportive advisor (Sylvia), an awesome cohort (14 strong!), and a solid group of co-advisees that always watched out for each other. Thanks to them and to all the HEOC faculty that have helped me learn and grow so much.

Future Plans: You’ll still see me in Moore as a postdoc with HERI

Please welcome your new HEOC reps:
Brit Toven-Lindsey
Jason Chan
Tracy Teel