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HISPANIC
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UNIVERSITIES

THE VOICE

OF HISPANIC HIGHER EDUCATION

VOLUME 14, NO. 6, JUNE 2005

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Heald Raises Bar
Message from
the President



NIH GRANT

The National Institutes of Health has awarded a \$1.2 million grant to the University of Medicine and Dentistry of New Jersey, a HACU member, to develop a Center of Excellence in Health Disparities in New Jersey. New Jersey City University will receive \$268,599 for its involvement in the collaborative effort. The project will focus on the development of resources and infrastructure for cancer research, training, community education and outreach to minority communities. The grant, awarded by the NIH's National Center on Minority Health and Health Disparities, provides funding for three years to develop the resources and infrastructure required for consideration by the NIH as a Center of Excellence.

ENLACE PARTNERSHIP

HACU member, Northeastern Illinois University, was awarded a grant for \$1.5 million by the W. K. Kellogg for its continued work in the Chicago ENLACE Partnership. ENLACE (ENGaging LATino Communities for Education) consists of 13 projects nationwide that link higher education institutions and communities to implement a community plan designed to promote Latino academic achievement. This \$1.5 million grant will allow Northeastern and its 30 ENLACE partners to implement graduation programs in the Chicago region.

HUD GRANT

The San Jacinto College Central, a HACU member, continuing education division's Adelante Pasadena program received a boost from the U.S. Department of Housing and Urban Development in the form of a \$597,986 grant at a ceremony with honorable consuls from Latin America and Spain present. In response to the changing demographics, San Jacinto and the City of Pasadena collaborated to form the Adelante Pasadena program.

HISPANIC GRADUATES

HACU member California State Northridge ranks among the nation's top 25 universities for awarding master's degrees to Hispanic students, according to *Hispanic Outlook for Higher Education*. The magazine also said in its April 11 edition that Northridge is among the top 25 universities in the nation for the size of its graduate enrollment of Hispanic students. "We are honored to be recognized for our continuing efforts to provide a quality educational experience to a diverse community," said CSUN President Jolene Koester. *Hispanic Outlook* based its rankings on statistics compiled by the U.S. Department of Education for the academic year 2002-2003.

STARTING SALARY

Members of the Class of 2004-2005 preparing to enter the working world upon graduation have good reason to be hopeful, according to a new report published by the National Association of Colleges and Employers (NACE). The Spring 2005 issue of *Salary Survey* shows that average salary offers to new college graduates are climbing at a steady pace. "There are areas such as business and engineering, for example that stand out with average salary increases nearly across the board," explains Camille Luckenbaugh, NACE research director. "But having additional areas such as liberal arts and computer science showing increases indicates positive momentum in the job market and is very encouraging news for this year's class of college graduates."

"BRIDGING THE GAP" AT GCC

The Counseling and Career Services Department at Glendale Community College debuts its free "Summer Bridge Program," assisting students with issues involved in transitioning from high school or the working world into college. Choosing a major, identifying a career, studying tips, selecting the right classes, strategies for academic success and more will be discussed in a series of summer workshops. Taught by GCC counseling faculty, workshops are offered at a variety of times and days and are free. According to GCC Counselor and Bridge Program Coordinator Joseph Bednorz, "Research has shown unequivocally that students who enter college knowing how to study, knowing strategies for success and having a career path in mind, are much more successful." For a brochure about the Bridge Program, a list of the workshops and registration directions, call (623) 845-3064.

HISPANIC ENROLLMENT

A recent issue of *The Hispanic Outlook in Higher Education Magazine* ranked Austin Community College (ACC), a HACU member, at No. 11 on its annual list of the Top 50 Community Colleges by Hispanic Enrollment. The rankings were compiled by the U.S. Department of Education's National Center for Education Statistics. California leads the nation in Hispanic community college enrollment with 22 campuses in the district. Texas community colleges account for the second largest number with eight of the top 50, and Illinois ranks third with seven. *Hispanic Outlook* also includes ACC in its list of Top 50 Colleges Awarding the Most Associate's Degrees to Hispanics. ACC is 42nd in the nation among community colleges granting associate degrees to Hispanic students.

OVERVIEW

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ABOUT OUR COVER

A recent Heald graduate smiles as he contemplates his bright future. See more graduate pictures on pages 6 and 7.

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The Voice of Hispanic Higher Education is published monthly by the Hispanic Association of Colleges and Universities, 8415 Datapoint Drive, Suite 400, San Antonio, Texas 78229. For editorial or advertising information, contact HACU's Public Affairs Office at (210) 692-3805.

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ABOUT HACU

The Hispanic Association of Colleges and Universities represents more than 400 member and associate member colleges and universities in the United States, Puerto Rico and abroad with high Hispanic student enrollment rates — including federally designated Hispanic-Serving Institutions. HACU's mission is to improve access to and the quality of post-secondary educational opportunities for Hispanic students; to meet the needs of business, industry and government through the development and sharing of resources, information and expertise; and to promote the development and success of member and associate member colleges and universities.

MESSAGE FROM THE PRESIDENT



ENVISIONING SUCCESS

By Antonio R. Flores
President and CEO of HACU

Student retention is a vital issue for all Hispanic-Serving Institutions (HSIs). While some studies have shown that Hispanic students are going to college in greater numbers, those same studies illustrate how few of these students are actually graduating. Graduation rates are an issue for HACU because we are champions not merely of Hispanic higher education access but Hispanic higher education success. And, while graduation is not the only measure of education success, it is surely an important part of the picture.

HACU and its membership can not be satisfied merely with getting Hispanic students to college without seeing to it that each of them succeeds.

Richard Fry's 2002 report for the Pew Hispanic Center, "Latinos in Higher Education: Many Enroll, Too Few Graduate," illustrates the large gap between college enrollment and completion among Hispanic students. Fry states, "The PHC report shows that large numbers of Latinos are enrolled in postsecondary education. In fact, by some measures a greater share of Latinos are attending college classes than non-Hispanic whites. However, most are pursuing paths associated with lower chances of attaining a bachelor's degree. Many are enrolled in community colleges, many also only attend school part-time, and others delay or prolong their college education into their mid-20s and beyond. These findings clearly show that large numbers of Latinos finish their secondary schooling and try to extend their education but fail to earn a degree."

According to the U.S. Department of Education's National Center for Education Statistics, of the class who began at four year institutions in 1996, only 44.8% of the Hispanic students had completed a baccalaureate degree by 2002 (compared to 54.4% total and 57.2% for non-Hispanic whites). There is a clear gap between enrollment and attainment which must be addressed.

In fact, in Fry's 2004 "Latino Youth Finishing College: The Role of Selective Pathways," he points out: ". . . the disparity between white and Latino college students

in finishing a bachelor's degree is larger than the high school completion gap and is the largest attainment gap facing Hispanic youth as they progress through the U.S. education system."

While there are many facets to the retention issue, HACU's work offers some help for students. Clearly strengthening the colleges and universities Hispanic students attend is a key step and is at the heart of HACU's annual effort to increase Title V funding.

Assuring adequate student funding for a college education keeps us lobbying strongly for increasing maximum Pell grant and providing the appropriations required to meet student need. In addition, our newly launched HACU Educational Loan Program to provide guaranteed student loans powered by industry leader Nelnet is an effort to assure that money is available to Hispanic students for their higher education investments. HACU's own scholarship program, funded by a half dozen corporate supporters, is yet another effort to lower the economic barriers to college completion.

The HACU National Internship Program (HNIP) not only provides some college funding through the internship salaries, but invaluable work experience and the long-term motivation to graduate.

Through the Alliance of Equity in Higher Education, HACU is looking forward to working more closely with the National Articulation and Transfer Network in order to smooth the transition for Latino community college students into four-year degree programs. While there are many reasons why Hispanics enroll in community colleges (proximity to home, affordability, employment-oriented programs), making the leap to a four-year institution can be a daunting challenge.

HACU's members also offer their own individual programs which address the issue of retention. The Education Trust has been studying schools that have a better than should be expected graduation rate (see the press release announcing some of their recent work at

Continued on page 4.

THE FY 2006 BUDGET AND HSIs

Congress has passed budget resolutions for Fiscal Year (FY) 2006 and is now in the midst of establishing budget mark-ups for each appropriations subcommittee in both the House and the Senate. The mark-ups will address the President's requests for FY 2006 funding for mandatory and discretionary spending. Because of the growing deficit and an expensive and protracted war, discretionary funding for domestic programs may take the biggest hit. Given that the FY 2006 budget will be a "bare bones" budget for domestic funding, HACU and our members will need to advocate aggressively to ensure that our programs for FY 2006 are protected.

In an effort to make the budget cuts less painful, the House has decided to reduce the number of budget spending bills from 13 to 11; the Senate will go from 12 to 13. With the exception of defense, all spending bills are scheduled either for decreases or spending levels comparable to FY 2005.

HACU is already hard at work pursuing its legislative agenda. The chair and ranking members of select appropriations subcommittees have been informed of HACU's requests. On May 6, prior to the House passage of the FY 2006 budget resolution, HACU sent letters to House appropriations chairman Jerry Lewis and ranking member David Obey reminding them of the importance of providing adequate funding for post-secondary education of Hispanics.

The appropriations process will require constant interaction between HACU government relations staff and appropriations subcommittees responsible for crafting the spending bills for the many domestic programs that fall under each federal agency. HACU will also need the support of its members in order to ensure HSIs receive the funding they deserve. We hope you will be responsive when called upon to write or call your congresspersons on various issues.

As always, HACU has a number of appropriations issues which must be addressed during the 1st session of the 109th Congress (in addition to the effort to remove the two year wait out and low income assurance provisions of Title V).

Under the Labor, Health and Human Services, Education and Related Agencies appropriations bill, Title V funding must

be increased substantially to \$175 million to make up for the minimal funding increase for FY 2005. HACU is also seeking a special funding stream of \$20 million to fund graduate school programs for HSIs to prepare the leaders and professional staff of tomorrow for the workforce. In the same bill, HACU is also requesting a line item appropriation of \$20 million within the National Institutes of Health for faculty development, research and capacity building for HSIs.

The Housing and Urban Development HSI Assisting Communities (HSIAC) program, a highly successful but severely under-funded program, requires a minimum appropriation of \$12 million. We are also calling for the reinstatement of a special work study program to train community development specialists in two-year HSIs. Another successful program for HSIs funded within the Department of Agriculture under Title VIII requires funding of \$20 million to assist HSIs in infrastructure enhancement, outreach to the Hispanic community and faculty development in teaching and research areas.

HACU is also seeking special funding of \$20 million within the National Science Foundation (NSF) for research, curriculum and infrastructure development; and \$10 million within NASA to re-fund a highly successful regional pre-collegiate project (Proyecto Access) to prepare Hispanic youth for careers in science, technology, engineering and mathematics.

Within the Defense budget, HACU seeks an increase from the \$4.25 million appropriation for FY 2005 to \$20 million for FY 2006 for research development, testing and evaluation infrastructure support for HSIs and for faculty development programs.

HACU will look to its members for support for all the above appropriations. A concerted effort will be especially necessary this year if we are to do any better than minimal increases for the FY 2006 budget. The work HACU and its members do is too important to the future of this nation: we must demand our fair share.

For updated information on HACU's legislative agenda and activities in Washington, D.C., please visit our website at www.hacu.net.

ENVISIONING SUCCESS

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<http://www2.edtrust.org/edtrust/press+room/college+results>) and has noted St. Mary's University in Texas, the University of New Mexico, the California State University system and the City University of New York system as institutions successfully grappling with the issue.

Woodbury University boasts an 80% retention rate from first-to second-year students and the university's graduation rates for minority students surpass the general graduation rate. Woodbury's Associate Dean, Dr. Phyllis Cremer, earned national recognition as one of ten national recipients of the Outstanding First-Year Student Advocates Award, sponsored by the National Resource center for The First-Year Experience and Students in Transition at the University of South Carolina and Houghton Mifflin Publishing Company. Dr. Cremer heads the advising, orientation and registration programs

at the university and works to ease first-year students into their new environment by focusing summer orientation on the adjustment to college.

At the University of New Mexico, the University College Dean Peter White states 75% of freshmen who entered UNM in the fall of 2002 came back in 2003. Dean White credits this first-year persistence to the university's Freshman Academic Choices, which tries to match the interests of incoming freshmen so that new students are able to develop a group of friends and study partners to assist them in making the transition to a large university setting.

The issue of student retention is important and though there are many sides to the issue, I believe HACU and its membership are working towards solutions that will help all Hispanic students reach their educational and career goals.

HACU ALUMNI ASSOCIATION PARTICIPATES IN NATIONAL YOUTH SERVICE DAY

The Hispanic Association of Colleges and Universities' (HACU) Alumni Association (HAA) participated in National Youth Service Day, in conjunction with the Friendship House Association, on a high school beautification project. The event took place April 16, 2005, at Eastern High School in Washington, D.C. The groups joined together to complete painting and landscaping projects at the high school.

"Our members are deeply concerned that only about half of all D.C. students are graduating from high school at a time when education is the key to unlocking and securing a prosperous future. We are especially troubled that the schools these children attend are in serious need of repair and modernization, and that these upgrades are so often placed at the bottom of the priority list because of the district's fiscal challenges," said Susie Saavedra, Vice-Chair for community relations.

The HACU Alumni Association (HAA) is made up of beneficiaries of HACU's student programs that include a HACU Scholarship Program, Student Ambassador program and the nationally acclaimed HACU National Internship Program (HNIP). HNIP was established in 1992 by HACU to address the shortage of Hispanics in the federal labor force, with a Corporate HNIP component added in later years. The Alumni Association participates each year in community volunteer activities, while also acting as role models and mentors to new interns.

"D.C. has given us so much opportunity to grow and advance our careers that we feel a moral obligation to give back to our community. National Youth Service Day is one of several events we hope to organize and engage our members in this year," said Saavedra.

National Youth Service Day (NYSD) is one of the largest volunteer events in the world. Serve D.C., formally known as the D.C. Commission on National and Community Service, will lead the citywide event for the fourth year in a row,

"Our members are deeply concerned that only about half of all D.C. students are graduating from high school at a time when education is the key to unlocking and securing a prosperous future."

mobilizing District youths and their families to participate in various creative community service projects, which impact the D.C. community.

"Growing up in Puerto Rico and having the opportunity to be an Intern three times in D.C., I consider D.C. my second home. The NYSD was a great opportunity to help

the community and also put the HACU Alumni Association in the public eye," said Wilson O. Quiles-Vazquez, HNIP Spring 2005 Ambassador.

HNIP was established to reverse the under-representation of Hispanics in the federal government and has since been lauded as an "enviable" recruitment tool by independent surveys. Each year, many interns accept full-time job offers after completing 10- and 15-week assignments during spring, summer or fall sessions.

During 2004, when HNIP surpassed the 5,000-mark for student participation, more than 500 interns were on the job at 21 federal agencies and five private corporations. The 15-week 2005 spring session of HNIP, which began this month, welcomed more than 80 new interns. The 2005 summer session – the program's largest session – will begin in June.

In addition to on-the-job training, HNIP interns are provided professional development workshops and career networking opportunities such as annual career fairs and the Congressional Breakfast Series in Washington, D.C. HNIP also has spawned an active alumni association with members who participate in community volunteer activities and serve as mentors to new interns.

For more information about HNIP, contact HNIP Director Sandra Penaherrera (spenaherrera@hacu.net) at (202) 467-0893. Or visit www.hnip.net. For more information about HACU, contact HACU's national headquarters in San Antonio, Texas, at (210) 692-3805. Or visit www.hacu.net.

THE UNIVERSITY OF GUADALAJARA SYSTEM PROPOSES HACU EXCHANGE PROGRAM

The Hispanic Association of Colleges and Universities welcomed Mr. Efraín Robles, President of the Technological Unit of the University of Guadalajara System, to San Antonio in March. Mr. Robles was in town to propose a partnership involving a possible exchange program between HACU members and the University of Guadalajara System. The program would offer exchange opportunities for students to study abroad and for faculty members to collaborate with curriculum development.

The University of Guadalajara System is the second largest university system in Mexico, after the National University, and is a HACU international member. HACU was responsible for setting up meetings between Mr. Robles and top officials from local San Antonio colleges to discuss the possibilities of an exchange program. A visit to the University of Texas at San Antonio (UTSA), a HACU member, may link UTSA and the University of Guadalajara System in an important, joint research project.



HEALD'S STUDENT SUCCESS INITIATIVE IMPROVES ITS RETENTION RATES

By Jean S. Hastie, Senior Vice President and Chief Academic Officer, Heald College

Heald College, a HACU member, is a private, non-profit college system with nine campuses in Northern California, one in Portland, Oregon, and one in Honolulu, Hawaii. It awards associate degrees in applied science, diplomas and certificates in a number of business, healthcare and technology majors. Because strict attendance requirements have been a continuous feature of Heald's 142-year history, the College typically has enjoyed above average persistence and completion rates. However, in 2003, through an EdShare grant from EdFund, Heald developed and implemented its *Student Success Initiative*, a program that has resulted in successful improvement in both student retention and student satisfaction.

Although built around the concept that a successful retention program requires commitment and involvement by all employees, the first key activity of the Initiative involved hiring a dedicated

retention specialist for the College, the Director of Student Success. Prior to the Student Success Initiative, each campus approached student retention from its own perspectives and through its own activities. Some campuses expended great energy on student retention efforts; some did not. Some faculty and staff were involved; others were not. Within a few months of hiring, the director of student success helped each campus hold a standardized in-service that created a higher awareness among all employees of the importance of retention. Additionally, the in-service focused on a number of activities shown to have a positive effect on retention, such as improving customer service, using cross-functional student advising teams and celebrating campus multiculturalism. Focusing on the concept that everyone shares responsibility for helping turn students into graduates, the in-service bonded faculty and staff in working together to promote and support student success.

The next step was the creation of a Retention Committee at each campus. Charged with developing and implementing student activities aimed at improving student retention, the

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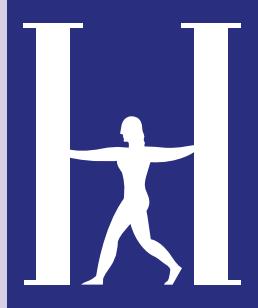
HEALD'S STUDENT SUCCESS INITIATIVE IMPROVES ITS RETENTION RATES

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Committees are the catalysts for ensuring that retention efforts remain an every day focus at each campus. Requirements for these campus committees include representation and participation across all functional areas, whereas in the past only faculty and deans spearheaded these efforts. The Director of Student Success initially helped each campus form its committee and typically attends several committee meetings per year at each campus. Campus Retention Committees have been responsible for efforts ranging from fun events like Winterfests to on-going projects, like the establishment of Peer Mentoring Programs.

Another activity made possible through the hiring of the Director of Student Success has increased emphasis on the collection and analysis of retention metrics. For the first time, someone consistently tracked retention for the College and communicated it to all constituencies on a regular basis. Quarterly persistence rates, cohort completion rates and graduation rates were just some of the metrics being discussed on campuses for the first time. Many employees at the first Student Success In-Service had shared the belief that the collection and communication of metrics represents a critical foundational step in attaining an improvement goal. Heald's Student Success Initiative validated this belief.

The Student Success Initiative began a re-energized focus on improving retention across the College. The three activities described above served as the foundation for many subsequent projects built around student success. Over the last two years, Heald has realized a 1.06% overall improvement in its quarterly retention rate and consistent improvement at all campuses in its student satisfaction rate as measured by the Noel-Levitz Student Satisfaction Inventory. Perhaps the greatest lesson learned from the Heald Student Success Initiative has been the value of having a dedicated retention champion.



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UNIVERSITY CREATES SUCCESSFUL “ACADEMIC ALERT” SYSTEM

Last fall, Stephen F. Austin State University, a HACU member in Austin, Texas, employee Gloria Montes received a referral from an SFA 101 instructor for a student who hadn't attended class. Phoning the student, Montes learned that on the young woman's first attempt to register the section was full. Her second try was successful. She printed her schedule, however, before the second attempt and didn't know she was registered.

“I talked to her about 10 minutes till noon,” said Montes, program assistant for SFA 101, a freshman seminar designed specifically for the first-semester college student. “The class was at noon, and she was in class by the time it started.”

This successful contact was with one of 89 students referred during the fall 2004 semester to a new program named Academic Alert. Montes and Dr. Tim Clipson, SFA 101 coordinator, oversee the initiative begun in the fall with a goal of increasing student retention.

Here's how it works: Faculty submit a form to Montes for any student who may be having academic difficulties, citing a reason. The office sends the form to the student's major department, adviser or to an Academic Alert Team if lacking that information. The person receiving the referral is asked to first call the student, and if unsuccessful, e-mail them. If neither attempt results in a contact, the adviser or team member is asked to write, letting the student know the university is interested in his or her success.

“It's meant to be very helpful,” Clipson said. “It's that person's opportunity to connect with a student to see if there's any additional help we can provide.”

“Low exam scores or excessive absences account for most referrals, and most referred students have low grade point averages,” Montes said. “Sometimes students stop attending a class without realizing they must withdraw. Some report a personal or family medical problem as the reason for poor attendance,” she said.

All faculty received a letter and an e-mail about the program at the beginning of fall and spring semesters. They are not required to refer, but most have been receptive, Clipson said, especially when they refer



Dr. Tim Clipson, coordinator of SFA 101, a freshman seminar at Stephen F. Austin State University, and Gloria Montes, SFA 101 program assistant, oversee Academic Alert, an initiative the university began with a goal of increasing student retention.

and receive a report back. Less than three months through the spring 2005 semester, faculty had submitted 102 referrals. Academic Alert clearly responds to the strategic action plan items calling for support programs to help students succeed.

This spring there were 15 faculty and staff alert team volunteers. A goal is to include major advisers and have these advisers contact a referred student if at all possible.

Clipson said he doesn't view the program as a panacea for student retention, but rather a tool to supplement the work faculty do in the classroom.

“Anything that we can do potentially to help a student do better in college is important,” he said. “The more students believe that there

is interest by the faculty and the university in their success the more likely they are to succeed.”

HACU RANKED AS 20TH LARGEST HISPANIC NONPROFIT

Hispanic Business magazine ranked the Hispanic Association of Colleges and Universities (HACU) in San Antonio as the 20th largest Hispanic nonprofit organization in the country, in the May 2005 edition.

The magazine, published by Santa Barbara, California-based Hispanic Business Inc., ranked the top 25 nonprofit organizations based on 2004 expenditures.

HACU, whose mission is to promote the development of member colleges and universities and improve access to higher education to Hispanic students, spent \$8.95 million in 2004.

The San Antonio organization works with students, businesses, universities and government agencies throughout the United States, Puerto Rico, Latin America and Spain.



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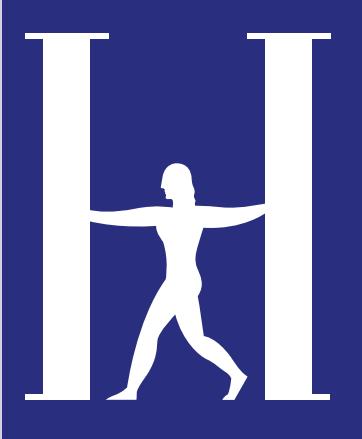
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Inquiries, nominations and applications are invited. The College anticipates filling this position on or before September 1, 2005. Interested individuals should provide a letter describing their interest in and qualifications for the position, a resume, and the names and contact information of five references. While this process will remain open until the position is filled, a review of applications will begin on May 16, 2005. All information is to be forwarded by mail or fax to:

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Tel. # (760)773-2529. TDD# 776-0120.

Written inquiries should be sent to:
Office of Human Resources, College of the Desert
43500 Monterey Ave., Palm Desert, CA 92260.

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**DIRECTOR, OFFICE OF SHIP OPERATIONS
MARITIME ADMINISTRATION
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The incumbent reports to the Maritime Administration's Associate Administrator for National Security. Responsibilities include planning, developing, directing, coordinating and administering national programs and policies for acquisition, operation, maintenance and repair of Government-owned or acquired merchant ships. In support of military defense sealift requirements, duties also include the maintenance, inspection, and reactivation activities of the Ready Reserve Force (RRF) and the National Defense Reserve Fleet (NDRF). In discharging these responsibilities, the Director of Ship Operations exercises direction over the following functions: Ship Maintenance and Repair, Reserve Fleet, Ship Disposal, Logistics Support and Operations Support.

This is a Civil Service position in the Senior Executive Service. The salary range is \$107,550-\$162,100. Individuals interested in this position must follow specific application instructions prescribed on the actual vacancy announcement and related forms. The announcement and required forms are available on the Internet. The address is:

[www.USAJobs.gov](http://www.usajobs.gov)

In addition, individuals may request a copy of the announcement and forms by calling the office identified below. Completed applications must be postmarked by: June 24, 2005. We encourage individuals to EXPRESS MAIL application packages to ensure applications are received by the closing date.

U.S. Department Of Transportation
Maritime Administration
Office of Human Resources (MAR-360)
Room 2109
400 7th Street, SW
Washington, D.C. 20590
Telephone: 1-202-366-4141

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