



HACU
HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

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THE VOICE

OF HISPANIC HIGHER EDUCATION



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ONLINE REGISTRATION

■ Online registration is available at www.hacu.net for two upcoming HACU conferences: HACU's 5th International Conference, *Hispanics: Reencounter and Vision – United by the Past, Working in the Present, and Looking Towards the Future*, July 27-29, in Guadalajara, Jalisco, Mexico; and, HACU's 17th Annual Conference, *Hispanic Higher Education Success: America's Path to the Future*, October 18-21, in Anaheim, California.

FOR STUDENTS

■ College students can apply for sponsored scholarships to attend HACU's 17th Annual Conference October 18-21 in Anaheim, California. All scholarships cover the cost of conference registration; some scholarships also cover travel and lodging. Students also can attend as sponsored Student Ambassadors through the 17th Annual Conference Student Ambassador Program. For information and application forms, visit www.hacu.net.

PROGRAM EXCELLENCE

■ HACU members Lehman College of the City University of New York, LaGuardia Community College, Community College of Denver and Texas A&M University at Corpus Christi each were named an "Institution of Excellence in the First College Year" by the Policy Center on the First Year of College. The national research center honors programs that are significantly improving first-year experiences for college students.

COUNSELING

■ The Psychology and Administration of Justice Departments at HACU member East Los Angeles College have teamed up to develop a program to train community members interested in a career as a drug counselor. The cooperative program offers students the opportunity to obtain a Chemical Dependency Specialist in Criminal Justice certificate.

TEACHING

■ HACU member New Jersey City University was awarded a \$1.5 million U.S. Department of Education grant for Project TELL (Teaching English Language Learners). Project TELL will create a five-year partnership to improve educational opportunities for Limited English Proficient (LEP) children by better preparing their teachers. There are currently more than 16,000 LEP students in Hudson and Passaic Counties in New Jersey.

WRITING SKILLS

■ Placing renewed emphasis on the importance of writing skills, HACU associate member University of Texas at Austin announced that high school seniors planning to enter college in the fall of 2006 will be required to demonstrate writing skills on their admissions tests. "We are going for a proctored writing sample -- nothing but the student, the paper and a #2 pencil," said Bruce Walker, associate vice president and director of admissions. "I fully expect that other major universities in Texas and beyond also will adopt the writing test as a part of their admissions standards."

MARKETING INTERNSHIP

■ Five HACU member colleges and universities are participating in a Pilot Marketing Internship Program funded by the U.S. Office of Personnel Management. In an effort to increase Hispanic representation in the federal work force, teams of students at the selected campuses are researching and developing marketing plans to increase awareness of federal career opportunities. Participating institutions are Florida International University, the University of Puerto Rico at Rio Piedras, the University of Texas at San Antonio, City College of the City University of New York and California State University at Los Angeles.

BIOMEDICINE

■ HACU member Texas A&M University at Kingsville was awarded a five-year, \$4 million-plus grant for biomedical research support from the National Center of Minority Health and Health Disparities of the U.S. Department of Health and Human Services. John C. Perez, a biology professor and director of the university's Natural Toxins Research Center, will serve as director of the university's Biomedical Research Program.

ENGINEERING

■ The College of Engineering at HACU member New Mexico State University received a \$1.1 million grant to help recruit, retain and graduate engineering students – including students historically under-represented in the engineering field. New Mexico State was among nine colleges and universities in the western states to receive an Engineering Schools of the West Initiative grant from the William and Flora Hewlett Foundation.

OVERVIEW

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ABOUT THE COVER

HACU's public policy priorities for FY 2004 and reauthorization of the Higher Education Act will be the focus at HACU's 2003 Capitol Forum March 30 through April 1 in Washington, D.C. A special report on HACU's Public Policy Priorities begins on Page 7.

HOW TO CONTACT US

HACU National Headquarters
8415 Datapoint Drive, Suite 400
San Antonio, Texas 78229
Tel: (210) 692-3805 Fax: (210) 692-0823
Web site: www.hacu.net
E-mail: hacu@hacu.net
HACU President: Antonio R. Flores, Ph.D.

HACU Washington D.C. Office
One Dupont Circle N.W., Suite 605
Washington, DC 20036
Tel: (202) 833-8361 Fax: (202) 833-8367
E-mail: govrel@hacu.net
Vice President of Governmental
Relations: Gumecindo Salas, Ph.D.

HACU National Internship Program
One Dupont Circle N.W., Suite 605
Washington, DC 20036
Tel: (202) 467-0893 Fax: (202) 496-9177
E-mail: hnip@hacu.net
HNIP Executive Director:
William Rafael Gil

To Advertise in *The Voice*,
contact Cynthia Vela
Tel: (210) 692-3805 Ext. 3242
Fax: (210) 692-0823
E-mail: cvela@hacu.net

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EDITORIAL STAFF

PUBLISHER Antonio R. Flores <i>HACU President and CEO</i>	ADVERTISING Cynthia Vela
STAFF WRITER Renée Haines	CIRCULATION Lourdes Bird

ABOUT HACU

The Hispanic Association of Colleges and Universities represents more than 340 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.

NOTES FROM WASHINGTON

FEDERAL EDUCATION SPENDING

By Gumeindo Salas
Vice President of Governmental Relations

In this uncertain economy, with defense spending still dominating the national agenda, federal education spending must also remain a priority for the 108th Congress.

President Bush in January released his budget recommendations for federal Fiscal Year (FY) 2004, which include a proposed FY 2004 appropriation of \$224 million for Historically Black Colleges and Universities (HBCUs) and a proposed FY 2004 appropriation of \$94 million for Hispanic-Serving Institutions (HSIs).

HACU is requesting a \$175 million FY 2004 appropriation to HSIs under Title V of the Higher Education Act.

HACU's 2003 Capitol Forum on Hispanic Higher Education, *Creating a New Framework for Our Future*, will prove a pivotal platform for attracting the attention of Congress and the country to Hispanic higher education needs at this national conference March 30 through April 1 at the Washington Marriott Hotel in Washington, D.C.

Every leader of HACU's 340 member and partner colleges and universities, as well as allied supporters from the public and private sectors, is urged to attend this critically timed conference to present a powerful, unified voice for Hispanic higher education.

A stellar roster of speakers representing the leadership of Congress, the White House, key federal agencies and allied organizations will be featured. Online registration is available at www.hacu.net.

Fundamental to the success of this year's Capitol Forum will be a day of strategically planned Visits to Capitol Hill, which will provide HACU's leadership with direct interaction with key members of the House and Senate.

These grass roots leadership meetings will be crucial to HACU's success in coming months in enlisting the support of Congress for HACU's agendas.

Reauthorization of the Higher Education Act (HEA) will determine federal spending priorities for all higher education institutions for the next five years. Also on this year's



agenda for Congress is reauthorization of the Workforce Investment Act (WIA) for the next five years.

The WIA since 1998 has enlisted two-year and four-year HSIs in powerful, new

workforce development partnerships promoting Hispanic college and career success. Reauthorization of the Workforce Investment Act (WIA) likely will precede HEA reauthorization. HACU is actively promoting the interests of HSIs, especially community colleges already at the forefront of every major WIA partnership.

Participants at this year's Capitol Forum will have a substantial voice in crafting HACU's final recommendations for WIA reauthorization and HEA reauthorization.

Several proposals are now before Congress that can substantially enhance program and infrastructure funding support for HACU member and partner institutions.

Eliminating the two-year wait by HSIs between applications for Title V grants under the HEA is part of a bipartisan legislative proposal, dubbed "FED UP," that was re-introduced in January by Congressman Howard McKeon of California, Chair of the House 21st Century Competitiveness Subcommittee.

HACU also is promoting passage of S.196, a new version of the NTIA Digital Technology Program Act. This bill would provide \$250 million in National Science Foundation grants over a five-year period to HSIs and other Minority-Serving Institutions to upgrade their technology infrastructure, programs and training to bridge the "digital divide" between this country's minority and non-minority populations.

S.196 was introduced by Senator George Allen of Virginia, with Senators Ted Stevens of Alaska, John McCain of Arizona, Zell Miller of Georgia and Ernest Hollings of South Carolina serving as co-sponsors.

HACU also is actively promoting passage of the DREAM Act re-introduced in the Senate this year by Senator Orrin Hatch of Utah, and in the House by Representatives Lucille Roybal-Allard of California and Chris Cannon of Utah.

The Development, Relief, and Education for Alien Minors (DREAM) Act would give states the flexibility to offer in-state tuition rates to students, regardless of their immigration status.

EQUITY IN THE INFORMATION TECHNOLOGY ERA

By Antonio R. Flores
President and CEO of HACU

The Hispanic Association of Colleges and Universities (HACU) applauds a new effort in Congress to close the widening Information Technology divide in American higher education. New national security priorities and a fast-changing global economy now demanding a more highly educated workforce require the expedient elimination of the digital divide in our country, particularly on our college campuses.

Underscoring this national imperative is our country's rapidly changing demographics, overwhelmingly impacted by Hispanic American communities representing the nation's youngest, largest and fastest-growing ethnic population.

HACU welcomes a new bill from U.S. Senator George Allen of Virginia that directly addresses this challenge. S.196, introduced in the Senate in January, is a new version of the National Telecommunications and Information Administration (NTIA) Digital Technology Program Act. The bipartisan bill is co-sponsored by Senators Ted Stevens of Alaska, John McCain of Arizona, Zell Miller of Georgia and Ernest Hollings of South Carolina.

S.196 would provide \$250 million in National Science Foundation grants over a five-year period to Hispanic-Serving Institutions (HSIs) and other Minority-Serving Institutions to upgrade their technology infrastructure, programs and training to bridge the digital divide between this country's minority and non-minority populations.

The digital divide is not an empty buzzword, but an unfortunate reality in our nation. While all sectors of society are acquiring greater access to information technology and connectivity to the Internet, the gap between the better educated and those behind them is widening each year – not only in qualitative terms, but quantifiably as well.

The U.S. Department of Commerce's series of reports – "Falling Through the Net," released in 2000, and "A Nation Online: How Americans Are Expanding Their Use of the Internet," released in 2001 – document the divide between Hispanics and non-Hispanic whites and the nation as a whole.

The 2000 report, the last reporting on household Information Technology (IT) use, tells us that more than one half of U.S. households have computers and more than four of every ten have Internet access. For Hispanic households, the numbers are only one-third and about two of every ten, respectively.

This same report documents that in 2000, Hispanics made almost 27 percent less individual use of the Internet than non-Hispanic whites. In the latest 2001 report, the gap grew to more than 28 percent.

While computer and Internet access is slowly increasing for Hispanics, the digital divide between them and the rest of the nation's population is becoming wider.

Examining individual Internet use by age groups enables us to look at the traditional college-age population. In the 2000 report, Hispanics were 32.6 percentage points behind their non-Hispanic white counterparts (65 percent).

The 2001 report, focusing on 18-24 year-olds actually in school or college, documents that Hispanics are about 20 percent less likely than non-Hispanic whites to have a home computer and almost 25 percent less likely to use the Internet at home.

This report highlights the importance of this bill and the urgency of supporting our HSIs, because the gap between Hispanics and non-Hispanic whites lessens to 15 percent when one considers outside home use, which for these students overwhelmingly means school or college. The 15 percent gap is still large, but it is a sign of progress in the right direction. Similar patterns exist for Hispanics ages 3 to 17 years.



The 2000 report shows substantially large gaps between non-Hispanic whites and Hispanics overall. The latest 2001 report underlines that Congressional action is necessary to bridge the widening digital divide for our youth by increasing their access to technology in the school setting.

HACU does unequivocally support S.196 as a means to provide much-needed federal assistance to HSIs and other Minority-Serving Institutions so that they may be able to

strengthen their IT infrastructure and institutional capacity.

We urge all members of the 108th Congress to support Senator Allen's bill. Too much is at stake for our economy and for our national security to ignore this critical opportunity to provide our colleges and universities the tools they need to begin closing the digital divide.

"New national security priorities and a fast-changing global economy now demanding a more highly educated work force require the expedient elimination of the digital divide in our country, particularly on our college campuses."

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HACU

HSIs AND THE WORKFORCE

National higher education leaders will join workforce development experts this spring at two innovative conferences designed to increase college and career opportunities for America's fast-growing Hispanic communities.

HACU is administering a federally funded partnership with colleges and universities in Texas and California to encourage new workforce education, training and job-placement initiatives targeting the nation's youngest and largest ethnic population.

With funding from the Employment and Training Administration of the U.S. Department of Labor (DOL/ETA), HACU is enlisting the support of its member Hispanic-Serving Institutions, or HSIs, to meet Hispanic workforce training needs in targeted regions.

Hispanics already make up one of every three new workers joining the U.S. workforce today; by 2050, the U.S. Labor Department projects that one of every two new workers joining the workforce will be Hispanic.

"Thanks to our remarkably productive partnership with DOL/ETA and our member colleges and universities, we can build a workforce development system that provides advanced skills and

rewarding careers to a population that is going to have a tremendous impact on our nation's future economic success and security," said HACU President and CEO Antonio Flores.



Santa Monica College will host a workforce development conference in May in Santa Monica, California.

Texas A&M University in Corpus Christi, a national leader in Hispanic education outreach to predominantly Hispanic communities throughout the Gulf Coast and Rio Grande Valley regions of Texas, is sponsoring a two-day conference, "HSI Connections: Links to Regional Prosperity," March 20-21 at the HACU member campus.

Santa Monica College, which has earned national accolades for its

innovative job training programs reaching residents throughout the Greater Los Angeles region of California, is sponsoring a two-day conference, "Innovative Opportunities: Strategic Partnerships for Excellence in Workforce Development," May 8-9 in Santa Monica, California.

"Our partnership with a renowned four-year university and one of the nation's leading two-year community colleges is testament to the proactive contributions that are being made by every sector of the higher education arena to building a better future for their communities and for all of us," said Tony Leiva, HACU's DOL/ETA Program Manager at HACU national headquarters in San Antonio, Texas.

HACU and the DOL/ETA in 1999 formed a partnership following passage of the national Workforce Investment Act (WIA) of 1998.

Since 1999, the HACU*DOL/ETA partnership has sponsored a series of conferences to actively engage HACU's membership in the creation of innovative workforce development partnerships.

For more information, conference agendas and online registration forms, visit www.hacu.net. Or contact Tony Leiva, HACU's DOL/ETA Program Manager, at (210) 692-3805. Ext. 3222

HACU AWARDED NSF GRANT TO STUDY HISPANIC EDUCATION NEEDS

HACU was awarded a \$100,000 grant from the National Science Foundation to develop a new blueprint for increasing the ranks of Hispanic professionals in science, technology, engineering and mathematics fields.

HACU will lead a nationwide study of the state of science, technology, engineering and mathematics (STEM) education at its member Hispanic-Serving Institutions (HSIs). This study ultimately will lead to a series of short-term and long-term recommendations on how to best address STEM education needs in the Hispanic higher education community.

Hispanics, who suffer historically low high school and college graduation rates overall, earn only a small percentage of master's (4 percent) and doctoral (4 percent) degrees overall compared to non-Hispanic whites. According to the 2000 NCES Digest of Education Statistics, Hispanics in 1997 represented only 5 percent of graduate students, while non-Hispanic whites represented 81 percent of graduate students. (Black/African-Americans represented 8 percent of all graduate students.)

A special HACU Task Force, composed of faculty and researchers with National Science Foundation expertise from HACU member HSIs, will study common barriers to advanced degree attainment and identify STEM infrastructure, faculty and student preparation needs of HSIs.

"Unless Hispanic Americans and our nation reverse the stubbornly persistent trends of educational underrepresentation of Hispanics in advanced degree programs, America's STEM work force is at high risk," said Rene A. Gonzalez, HACU Director of Program Collaboratives, who will coordinate the study.

"Given the nearly 60 percent increase in overall Hispanic population growth between 1990 and 2000, Hispanic enrollment at HSIs will likely increase significantly in coming years. HACU and HSIs are uniquely positioned to address the challenge of expanding a Hispanic work force trained in science, technology, engineering and mathematics," Gonzalez said.

HNIP TOPS THE 4,000-MARK!

The nation's largest Hispanic college internship program this year topped the 4,000-mark in student participation in the HACU National Internship Program.

The HACU National Internship Program (HNIP) was created in 1992 to directly address the Hispanic employment gap in top-paying positions in the public and private sectors. Each year, the program provides paid internships to hundreds of Hispanic college students at leading corporations and federal agencies, providing interns valuable on-the-job experience and professional development opportunities.

The start of the spring session in January pushed total student participation in the program since 1992 past the 4,000-mark, following two straight years of record annual participation of more than 600 interns in 2001 and again in 2002.

"HNIP is proving extraordinarily effective at opening new doors to career and leadership opportunities for the nation's youngest and largest ethnic population. Indeed, many former interns today are full-time professionals as a direct result of their participation in this remarkable program," said HACU President and CEO Antonio R. Flores.

HNIP provides paid 10-week and 15-week internships to selected students during spring, summer and fall sessions at dozens of participating federal agencies and private corporations at offices located in Washington, D.C., and throughout the country.

"Thanks to the progressively increasing commitment of our federal and corporate partners to this program, we will continue to provide rewarding career experiences and opportunities to the next generation of Latino professionals and leaders," said HNIP Executive Director William Rafael Gil.

"Together, we are creating a multicultural workplace more reflective of our country's increasingly diverse population," Gil said.

A recent, independently researched report on the program labeled HNIP an "enviable" federal recruitment tool based on a consistently high rate of permanent job offers that are made following the internships. Internships match a student's field of study and career goals to the needs of participating federal agencies and corporations.

"For our federal government partners, this program is especially welcomed as a very practical way to address the fact that Hispanics remain the only under-represented population group in the federal labor force overall," Gil said.

"It is rewarding to see our former interns who are today federal employees also acting as mentors and positive role models for our current interns," Gil said.

A new web site at www.hnip.net this year is offering an online application system, as well as continually updated reports from current and former interns who offer advice, encouragement and detailed descriptions of their internship experiences.

"These reports from our interns -- their praise and their new excitement about the future -- are the best testimony to the overwhelming success of this program," Gil said.

For more information about the HACU National Internship Program, visit www.hnip.net.



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HACU POLICY PRIORITIES DOMINATE CAPITOL FORUM AGENDA

HACU policy priorities for the federal Fiscal Year (FY) 2004 budget and for the upcoming five-year reauthorization of the Higher Education Act (HEA) will dominate the agenda at HACU's 2003 Capitol Forum on Hispanic Higher Education, *Creating a New Framework for Our Future*.

The leadership of HACU member and partner colleges and universities will join leaders from Congress, federal agencies, the White House and allied organizations at the national conference March 30 through April 1 at the Washington Marriott Hotel in Washington, D.C.

HACU is calling for record new federal spending increases in FY 2004 under Title V of the HEA and within the program budgets of individual federal agencies.

HACU is calling for substantial changes to the HEA as part of a congressional reauthorization process expected to begin this year. HEA reauthorization will determine federal spending priorities for all higher education institutions for the next five years.

HACU also will address the need to substantially enhance the Workforce Investment Act of 1998, which is scheduled for its first reauthorization cycle this year.

On the FY 2004 federal budget front, President Bush in January proposed an increase in appropriations for HSIs to \$94 million in FY 2004 under Title V of

the HEA – up from \$86 million in Title V appropriations to HSIs for FY 2002. HACU is requesting a \$175 million Title V appropriation for HSIs in FY 2004.

“We welcome President Bush’s proposal for a 5 percent increase in Hispanic higher education support at a time when he is proposing that most other domestic spending programs outside the national defense arena receive a minimal 2 percent increase in their federal Fiscal Year (FY) 2004 budgets in this uncertain economy,” HACU President and CEO Antonio R. Flores said.

“Certainly, enhancing the advanced knowledge and skills of the nation’s youngest and largest ethnic population is critical to our nation’s economic strength and security,” Flores said. “Consequently, HACU is hopeful that the President’s budget will prove the springboard to a larger and more adequate appropriation from Congress for our nation’s historically under-funded HSIs.”

Title V of the Higher Education Act is the chief vehicle for targeting federal funding to HSIs, which have a student enrollment that is at least 25 percent Hispanic.

HSIs enroll more than 50 percent of all Hispanics in postsecondary education institutions. Yet, HSIs continue to receive substantially less federal funding per student on average than any other group of degree-granting institutions.

“It is vital that Congress address this costly disparity quickly and comprehensively to best serve a population that will so dramatically impact our country’s workplace, tax base, national security needs and leadership ranks for the rest of the 21st century,” Flores said.

Because of a fast-growing Hispanic college-age population, the rapidly growing numbers of higher education institutions becoming eligible for HSI status would substantially dilute the effect of even a 5 percent increase in federal spending for Hispanic higher education for FY 2004, Flores said. According to the U.S. Census Bureau, the Hispanic population increased by nearly 60 percent between 1990 and 2000.

“We are hopeful final votes on FY 2004 appropriations for HSIs by Congress will reflect this surge in the sheer numbers of HSIs, and provide our HSIs the federal support they need to best meet the college and career needs of our Hispanic communities,” Flores said.

Hispanics are fueling a new surge in college-age population growth. By the year 2015, college enrollment by Hispanics is expected to grow by 73 percent in comparison to 5 percent for non-Hispanic whites and 23 percent for African-Americans.

HACU URGES PRESIDENT BUSH TO ESTABLISH HSI BOARD

HACU is urging President Bush to support a Presidential Executive Order to establish a “President’s Board of Advisors on Hispanic-Serving Institutions (HSIs).”

President Bush last year signed Executive Orders continuing the existence of a President’s Board of Advisors on Tribal Colleges and Universities (TCUs), and a President’s Board of Advisors on Historically Black Colleges and Universities (HBCUs).

“We applaud your commitment to HBCUs and TCUs as sister institutions of HSIs. We also urge you to correct with due expediency the persistent neglect of HSIs by the lack of a

comparable presidential board of advisors,” HACU President and CEO Antonio Flores said in a letter to President Bush.

Flores was joined in his request with support from the National Association for Educational Opportunity (NAFEO) representing HBCUs, and the American Indian Higher Education Consortium (AIHEC) representing TCUs.

HACU, NAFEO and AIHEC are partners in the Alliance for Equity in Higher Education, a united voice for higher education concerns of all Minority-Serving Institutions. The Alliance also sent a letter to President Bush supporting HACU’s call for a President’s Board of Advisors on HSIs.

HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES LEGISLATIVE AGENDA FOR THE 108TH CONGRESS & PROPOSED BUDGET REQUESTS FOR FY 2004

HIGHER EDUCATION ACT

TITLE V

HACU this year will lead efforts to advocate for a substantial increase in appropriations for Hispanic-Serving Institutions (HSIs) under Title V of the Higher Education Act. Title V funds since 1995 have allowed HSIs to expand their academic and faculty programs, administration infrastructures, technology, endowments and other urgently needed resources. HSIs serve the largest concentrations of the nation's youngest and largest ethnic population. HSIs, by definition, have a full-time student enrollment that is at least 25 percent Hispanic. Still, HSIs on average continue to receive only a fraction of federal dollars per student compared to all other degree-granting institutions. HACU will request that Title V appropriations for HSIs be increased to \$175 million for FY 2004.

GRADUATE EDUCATION

At a time when advanced skills are becoming a more important measure of future earnings, tax dollars and the nation's economic strength, only 20 percent of HSIs offer a master's degree. Less than 12 percent of HSIs offer a doctoral degree. Many under-funded HSIs do not have the infrastructure to offer advanced degree programs. Funding for HSIs to spur the growth of graduate programs also would contribute to reversing the persistent under-representation of Hispanics in teaching, science, technology and professional ranks. HACU will seek a first-time \$20 million appropriation to strengthen HSI graduate programs under Title V of the Higher Education Act.

FEDERAL AGENCY APPROPRIATIONS

DEPARTMENT OF AGRICULTURE

The U.S. Department of Agriculture (USDA) and HACU have long been affiliated through a formal Memorandum of Understanding that recognizes the need to include more HSIs in USDA programs and research. HACU will ask Congress and the U.S. Department of Agriculture to increase the appropriation for HSIs under Title VIII of the Farm Bill to \$20 million in FY 2004. HACU will request additional legislative language to specifically include more HSIs in agricultural research programs.

DEPARTMENT OF DEFENSE

Many HACU member colleges and universities, because of historic funding inequities, lack resources to expand much-needed research and science education programs in areas of study where Hispanics are seriously under-represented, and in fields where national security needs are greater. HACU seeks \$15 million in FY 2004 U.S. Department of Defense appropriations for HSIs: \$10 million for research development, testing and evaluation (infrastructure support); and \$5 million for faculty development programs

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Hispanics are persistently under-represented in health care and human services fields, especially in biomedicine and other important developing medical technologies. HACU is requesting a \$10 million line-item appropriation for HSIs within the National Institutes of Health (NIH) that is part of the U.S. Department of Health and Human Services for faculty development, research and capacity building.

NATIONAL SCIENCE FOUNDATION

Because of the need to increase the number of Hispanics in science fields, HACU requests a \$20 million National Science Foundation appropriation to HSIs for research, curriculum and infrastructure development, and for other purposes.

NASA

The shortage of Hispanics in science, mathematics, technology and engineering fields is a challenge that can be successfully addressed in pre-collegiate programs. HACU requests that NASA allocate \$10 million to HACU to elevate the model, regional pre-collegiate Proyecto Access initiative for science, technology, mathematics and engineering to a nationwide program.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

HACU member colleges and universities, in addition to enrolling more than two-thirds of all Hispanic higher education students, are located in or near communities with large Latino populations. These communities often are located in urban, largely impoverished regions of the country. HACU will request a FY 2004 \$12 million appropriation for the agency's Hispanic-Serving Institutions Assisting Communities (HSIAC) program to extend the reach of U.S. Department of Housing and Urban Development (HUD) programs into fast-growing Hispanic communities.

In the past, HUD has provided Hispanic-Serving Institutions Work-Study Program (HSI-WSP) that support qualified community colleges so they can provide tuition and other assistance to low-income, full-time students who are pursuing degrees that promote community building. A diverse base of dedicated professionals is urgently needed to revitalize the nation's communities, especially those with large and fast-growing minority populations where two-year HSIs already are located. HACU will request \$5 million to reinstate the HUD work-study program to aid two-year HSIs.

HSIs AND HEA REAUTHORIZATION

With the 108th Congress scheduled to begin debates this year over reauthorization of the Higher Education Act (HEA), HACU is promoting preliminary recommendations stemming from extensive research and a series of surveys and regional HEA forums throughout 2002 that actively enlisted participation of the leadership of HACU's 340 member and partner colleges and universities. HEA reauthorization will establish federal spending

priorities for all higher education institutions for the next five years. Although Title V of the HEA remains the chief vehicle for targeting federal funds to federally designated Hispanic-Serving Institutions (HSIs), every title of the HEA must be comprehensively addressed to ensure maximum benefits to the Hispanic higher education community. A final, formal report on HACU's Policy Priorities will be prepared following the HACU 2003 Capitol Forum.

HACU'S PRELIMINARY POLICY PRIORITIES FOR HEA REAUTHORIZATION:

Title II (Teacher Education/Teacher Quality): HSIs already produce half of all Hispanic graduates in teacher education. Diversity needs in public teaching are great at a time when the Hispanic school-age population is surging.

HACU recommends:

Language and authorized funding for HSIs under Title II to enhance and expand infrastructure and curriculum support, faculty development, collaboration and community outreach opportunities to HSIs for teacher education and teacher quality initiatives.

TITLE IV (FINANCIAL AID/STUDENT SUPPORT/IMMIGRATION):

Increasing need-based student financial aid is paramount to increasing Hispanic higher education access and success. Federal direct aid, in the form of Pell grants, has plummeted in recent decades for all students in proportion to burdensome student loans. HACU will seek legislation to substantially increase the amount of federal aid, the percentage of grant aid versus loans, and funding for pre-collegiate and academic support programs such as TRIO. Under this Title, HACU will also seek legislation allowing federal financial aid eligibility for immigrants.

HACU recommends:

Substantial increases in the percentage of direct federal grant monies, versus loans, to college students to restore the Pell Grant closer to the original established level of 80/20.

Restructuring the Stafford Student Loan Program with a major focus on decreasing the maximum interest from the current level to below 4 percent, and establishing a loan forgiveness for areas of national need and areas in which there exists an under representation of Hispanics such as engineering, mathematics and science.

Creation of a state challenge-grant program to match new federal aid dollars.

Substantial increases for TRIO and GEAR-UP programs.

That HSIs and other minority-serving institutions be granted the same number of points as those received by other institutions for "prior experience" in TRIO grant competitions.

Expanded CAMP (College Assistant Migrant Program) programs that will permit larger numbers of Hispanic youth trapped in the migrant-worker stream of poverty to achieve a high school and college education.

Specific legislation addressing financial aid eligibility for undocumented immigrants

TITLE V (INSTITUTIONAL DEVELOPMENT/GRADUATE EDUCATION):

Title V remains the chief federal vehicle to strengthen HSIs and expand their institutional capacity. Title V does not yet address the urgent need for graduate education enhancements at HSIs, or the need to eliminate the two-year wait between applications for Title V grants.

HACU recommends:

Language specifically directed at infrastructure enhancement for undergraduate programs at community colleges and 4-year institutions.

Substantial increases to provide greater funding authorization levels to HSIs through Title V

Streamlining the definition of HSIs to provide support for institutions with large numbers of Hispanic students that do not meet the current definition, but are committed to partnering with HSIs for greater Hispanic higher education success.

Eliminating the two-year wait period for HSIs between grant completion and new application cycles.

Support for creating and authorizing funds for a new component addressing graduate education needs of HSIs, under Title V of the HEA.

Establishing a federal loan debt forgiveness program graduates who choose to work in high-need fields such as teaching, counseling, and other related areas for HSIs.

New legislative language and authorization levels for resources that HSIs need to expand their technology infrastructure, connectivity to the Internet, and applications for teaching and learning. This would include support for the development of science and technology parks at HSIs.

TITLE VI (INTERNATIONAL EDUCATION):

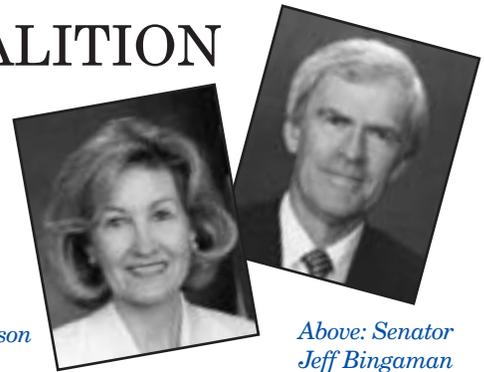
Continuing funding disparities hamper the ability of underfunded HSIs to effectively equip students for rapidly evolving developments of our global economy.

HACU recommends:

New language and authorization levels for HSIs under Title VI to expand and enhance international education programs via infrastructure and curriculum support, faculty development, cross national collaboration, and outreach.

ABOUT THE SENATE HSI COALITION

The bipartisan Senate Hispanic-Serving Institutions Coalition has proven a powerful voice in Congress for those colleges and universities serving the largest concentrations of Hispanic higher education students. Founded and co-chaired by Senator Jeff Bingaman of New Mexico and Senator Kay Bailey Hutchison of Texas, the Coalition each year has supported the call for record new federal funding increases for the higher education needs of the nation's youngest and largest ethnic population.



Right: Senator Kay Bailey Hutchison

Above: Senator Jeff Bingaman

THE SENATE HISPANIC-SERVING INSTITUTIONS COALITION

- | | |
|---|---|
| The Honorable Kay Bailey Hutchison of Texas, Co-Chair | The Honorable Dianne Feinstein of California |
| The Honorable Jeff Bingaman of New Mexico, Co-Chair | The Honorable Peter Fitzgerald of Illinois |
| The Honorable Barbara Boxer of California | The Honorable Bob Graham of Florida |
| The Honorable Ben Nighthorse Campell | The Honorable James Inhofe of Oklahoma |
| The Honorable Jean Carnahan of Missouri | The Honorable John Kerry of Massachusetts |
| The Honorable Jon Corzini of New Jersey | The Honorable Jon Kyl of Arizona |
| The Honorable Thomas Daschle of South Dakota | The Honorable Patty Murray of Washington |
| The Honorable Pete Domenici of New Mexico | The Honorable Charles Schumer of New York |
| The Honorable Richard Durbin of Illinois | The Honorable Robert Torricelli of New Jersey |

ABOUT THE CONGRESSIONAL HISPANIC CAUCUS

Since its inception, the Congressional Hispanic Caucus has proven an invaluable champion of Hispanic higher education access, equity and success. In every session of Congress, the Caucus has won increases in funding and recognition for the nation's Hispanic-Serving Institutions (HSIs).

This year, the Caucus welcomed Congressman **Ciro Rodriguez** of Texas as its new Chair for 2003-2004. Rodriguez pledged to continue the Caucus's "legacy of empowering Hispanic youth across the country," upon being named Chair of the Congressional Hispanic Caucus.

"When it comes to national security, the integrity of our defense rests squarely upon a sound economy and a well-educated, healthy public," Rodriguez said in his response to President Bush's State of the Union Address this year.

Rodriguez has been at the forefront of efforts to increase educational and economic development opportunities for all Americans. He was honored by the Alliance for Retired Americans for a 100-percent voting record on issues critical to seniors during the 107th Congress.

In 2002, Rodriguez was honored by HACU for his proactive contribution as a distinguished speaker at the first in a series of Higher Education Act Focus Group meetings on pending reauthorization of an

Act that will determine federal spending priorities for all U.S. higher education institutions for the next five years.

Rodriguez represents the 28th Congressional District of Texas in San Antonio, where HACU has its national headquarters. Rodriguez, a former member of the Texas House of Representatives, also is a former public school board member, a former education consultant for the Intercultural Development Research Association, and a former instructor at the Worden School of Social Work at HACU member Our Lady of the Lake University in San Antonio.

As Chair of the Congressional Hispanic Caucus Education Task Force, Congressman **Ruben Hinojosa** of Texas has been instrumental in winning federal recognition and funding for HSIs since his first term in office.

Hinojosa's first major legislative initiative was the "Higher Education for the 21st Century Act," which enhanced the visibility of HSIs within the Higher Education Act and secured a dramatically increased authorization level for HSIs. In each successive term, he has advocated successfully for continuing increases in appropriations to HSIs.

Democratic members of the House Education and Workforce Committee this year elected Hinojosa to serve as Ranking



Congressman Ruben Hinojosa

Congressman Cyrus Rodriguez

Member for the Select Education Subcommittee.

The Subcommittee has jurisdiction over programs that include graduate and postsecondary education, HSIs, international education programs, select higher education programs, the School to Work Opportunity Act, programs for at-risk youth and environmental education programs.

"I have always believed that the foundation of every great society is the education of its youth," Hinojosa said. "As Ranking Member of the Select Education Subcommittee, I will work to ensure that every child in America has full access to the educational opportunities they seek."

HSIS AND TITLE IV

Title IV of the Higher Education Act (HEA) was one of the topics that dominated many of the discussions at a series of HACU-led HEA Reauthorization Focus Group Meetings throughout 2002. The nation's investment in higher education access, retention and success for all students is directly linked to financial aid, student support and immigration components of Title IV.

In response, HACU has developed a series of preliminary public policy priorities for reauthorization of the HEA that address every major component of Title IV of the HEA.

Over the past 20 years, the proportion of annual college-attendance costs, including all related expenses, at a public four-year institution supported by Pell Grants has declined from 80 percent to 42 percent. Loans now outnumber Pell Grants in funding higher education costs for America's students.

According to a 2002 Department of Education National Postsecondary Student Aid Study, the average student loan debt has nearly doubled over the past eight years to \$16,928. The study also found that 58 percent of Hispanic student borrowers (compared to 55 percent of African American student borrowers; and 39 percent of all student borrowers) graduated with "unmanageable" debt burden, meaning their monthly payments exceed 8 percent of their monthly income.

HACU is recommending a substantial increase in the percentage of direct federal grant monies, versus loans, to college students to restore the Pell Grant (direct aid) program closer to the original established level of an 80-to-20-percent dominance of direct grants versus loans. By doubling the current authorization maximum (currently \$5,100) by the year 2010, Congress would restore the lost purchasing power of the Pell Grant to cover nearly 75 percent of the average public four-year college price of attendance, based on moderate projections of tuition growth.

HACU also is recommending that Congress restructure the Stafford Student Loan Program with a major focus on decreasing the maximum interest from the current level to below 4 percent.

HACU is recommending establishing a loan forgiveness for areas of national need and areas in which there exists an under representation of Hispanics such as engineering, mathematics, science and nursing.

HACU also is calling for creation of a state challenge-grant program to match the new federal aid dollars.

IMMIGRATION

There are also a significant number of Hispanic youth who are undocumented immigrants, which includes agriculture migrants, who have achieved academically at a level where they are eligible to attend college.

Current federal policies and regulations under Title IV exclude from any type of student aid those needy and meritorious students whose immigration status is under regularization, but who have not yet become either U.S. permanent residents or citizens. The overwhelming majority of these cases are resolved favorably.

HACU is also calling for specific legislation addressing financial aid eligibility for undocumented immigrants.



TRIO

Title IV also includes a series of TRIO programs for disadvantaged pre-collegiate and college students designed to complement U.S. Department of Education financial aid programs.

TRIO's Upward Bound and Talent Search programs encourage high school students to complete their secondary education -- an initiative key to reversing continuing high Hispanic high school dropout rates. Student Support Services programs provide remediation and other services to undergraduate college students. The Ronald E. McNair Post Baccalaureate Achievement Program provides scholarships and other support to encourage undergraduate college students to seek graduate school or professional degrees.

Clearly, these programs can benefit Hispanic students, many of whom are economically disadvantaged and first-generation college students. Currently, more than half of HSIs are without any TRIO program in place, which means they cannot benefit from a "legacy" provision within current legislation that provides campuses with prior TRIO program experience an advantage in competing for new TRIO program funds.

HACU is recommending substantial increases in federal funding for TRIO programs under Title IV. HACU also is recommending that HSIs and other Minority-Serving Institutions without a TRIO program already in place be granted the same number of points as those received by other institutions for "prior experience" in TRIO grant competitions.

GEAR-UP

Also a part of Title IV, GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) initiatives are highly effective at providing the nation's low-income middle and high school students the academic support, encouragement and sustained support they need to later succeed in college. HACU is recommending substantial increases in federal funding for GEAR-UP under Title IV.

CAMP

Title IV also contains the College Assistant Migrant Program, or CAMP, to serve the needs of disadvantaged migrant workers and seasonal workers, and their children. Hispanics are disproportionately represented among migrant and seasonal farm workers. This population also suffers high K-12 dropout rates and low college attendance rates.

Currently, there are only 42 colleges and universities with CAMP in place. By increasing federal support by 50 percent (\$10 million to \$50 million) during the next five years, Congress would substantially increase the number of eligible young men and women to attend college and break the potential cycle of poverty in which so many agriculture migrant workers and seasonal workers, and their children, are trapped.

HACU is recommending a substantial expansion of CAMP programs.

AWARDS & ACHIEVEMENTS

ADVANCEMENT

■ Elizabeth Eguia-Garcia has been appointed Director of Institutional Advancement, Development and Planning at HACU member Palo Alto College in San Antonio, Texas. Garcia, who had served as interim director, is a former grant specialist for San Antonio's Northside Independent School District and a former director of resource development and communications for the Benedictine Sisters and Benedictine Ministries Corporation.



Elizabeth Eguia-Garcia

DISTANCE LEARNING

■ Robert Garcia is the new Director of Distance Learning and Extended Education at HACU member Palo Alto College in San Antonio, Texas. Garcia's responsibilities



Robert Garcia

include distance learning, college recruitment and the college's Upward Bound and Dual Credit programs. Garcia is a former coordinator of the special programs at HACU member University of Texas at San Antonio.

VICE PROVOST

■ Jesse Alvarez is the new Vice Provost of the Employment Development and Quality Enhancement Division at HACU member Miami-Dade Community College. As vice provost, he will oversee a comprehensive human resource program for both full and part-time faculty and staff college-wide.

ENDOWED CHAIR

■ Manuel Hermenegildo, a professor at the Universidad Politecnica de Madrid, has been selected to fill the Prince of Asturias Endowed Chair in Information Science and Technology at HACU member University of New Mexico (UNM). The establishment of the chair was first announced during the October 2000 visit to UNM of HRH Prince of Asturias, Don Felipe de Borbón y Grecia. The Spanish electric utility Iberdrola funded the chair with a \$1.5 million gift to UNM. The Prince of Asturias is the title of the heir to the Spanish throne. Hermenegildo will begin his duties at UNM in fall 2003.

SPECIAL PROGRAMS

■ Mary L. Gonzalez has been named Assistant Vice President for Special Programs at HACU member University of Texas at Kingsville. She is the first Hispanic female to hold an assistant vice president position at the university. Gonzalez had served as the university's director of special programs since 2001 after serving as director of the university's Ronald E. McNair Scholars Program.

STUDENT DEVELOPMENT

■ José Rivera is the new Vice President of Student Development and Community Learning at HACU member Del Mar College in Corpus Christi, Texas. Rivera joined Del Mar College as dean of the Division of Student Development in September 1999. Prior to working for Del Mar College, Rivera served for five years as dean of student services at HACU member Richard J. Daley College in Chicago.

STUDENT AFFAIRS

■ Janina Montero, vice president of campus life and student services at Brown University, has been appointed as Vice Chancellor for Student Affairs effective July 1 at HACU associate member University of California at Los Angeles. Montero served as dean of student life at Princeton University from 1993 until 2000, when she joined Brown University.

HEALTH

■ Juanita Zapata Flint was named Executive Dean of the Health and Human Services Division at HACU member Brookhaven College in Dallas. As dean, Zapata Flint oversees the emergency medical services, nursing and childcare programs at Brookhaven College. She is a 27-year veteran of the Dallas County Community College District.

SCHOLARSHIP

■ Steve Oppenheimer, a biology professor at HACU member California State University at Northridge, donated \$10,000 to the university in honor of his parents. The "Hugo and Irma Oppenheimer Student Award" will be given annually to two students within the university's College of Science and Math with an interest in teaching.

TRUSTEES

■ Ronald J. Hermann, chairman of Columbia 300 Inc., has been elected to the Board of Trustees of HACU member St. Mary's University in San Antonio, Texas. Hermann, who earned his bachelor's degree and law degree from St. Mary's University, is an organizing director of the World Affairs Council of San Antonio.



The North Orange County Community College District is currently seeking qualified individuals to fill the following positions:

CYPRESS COLLEGE

Dean of Language
Arts/Library

Closing date: March 14, 2003

Dean of Science, Engineering,
Mathematics

Closing date: March 14, 2003

Minimum Qualifications: Master's degree and one year of formal training, internship or leadership experience reasonably related to the position.

The District offers excellent fringe benefits including medical insurance. Application Information: Request a District application by contacting the Human Resources office, (714) 808-4810, or e-mail request to hr@nocccd.cc.ca.us or visit our website at <http://www.nocccd.cc.ca.us> to download an application and job announcement. EOE



FULLERTON COLLEGE

Dean of
Natural Sciences
Closing date: March 21, 2003



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Highlights

This three-day conference is expected to draw more than 1,500 leaders from higher education, business and the federal, state and local governments.

More than 35 sessions focus on Hispanic perspectives on issues that are important to today's educational administrator, faculty member, and student.

Our conference also offers attendees and students the opportunity to meet and network with corporate, governmental and higher education recruiters.

Need More Information?

For more information regarding registration, sponsorship, and exhibiting at HACU's 17th Annual Conference, please visit us at:

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www.wdwcollegeprogram.com.**



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Chancellor

Foothill-De Anza Community College District

Profile Information

The Board of Trustees of the Foothill-De Anza Community College District invites nominations and applications for the position of Chancellor. The Board seeks a leader with a bold vision who, through inspired leadership, will build on the tradition of excellence of this nationally acclaimed community college District. Under the direction of the Board, the Chancellor will lead the District in responding to the changing educational and workforce needs of the Silicon Valley.

The District provides high-quality educational opportunities that promote development of individual abilities and competencies and enhance the quality of life within the communities it serves. It offers a variety of programs and services, including programs for transfer to four-year colleges and universities; career education programs; programs and services for students who lack a strong educational background; and continuing education courses and programs that foster cultural growth, life enrichment, and skills improvement. The Chancellor supports this mission through leadership in education, management, governance and community relations.

Candidates for the chancellor position should exemplify the following characteristics:

- visionary, passionate, and thoughtful leadership with an understanding of the mission of a multi-college district in an educationally sophisticated community;
- demonstrated commitment to quality instruction, student success, and academic excellence;
- ability to inspire and motivate faculty, staff, and administrators;
- evidence of a commitment to and appreciation of diversity in faculty, staff, students, and the community.

The complete Chancellor Profile with full explanation of expected qualifications and detailed application instructions may be obtained by visiting the Foothill-De Anza Community College website at: www.fhda.edu.

Nominations, expressions of interest, and applications should be submitted to

Mary Mason, Chair Chancellor Search Committee, c/o Marisa Spatafore, Search Liaison, 12345 El Monte Road/Los Altos Hills, CA 94022, email: SpataforeMarisa@fhda.edu or
Dr. Narcisca A. Polonio, Director, ACCT - Board Leadership Services at 202.775.4667 x118, or 202.276.1983, or by email at npolonio@acct.org. Also assisting in the search is Del M. Anderson, ACCT Search Consultant, at 510.638.5288 and delanderson@att.net.

An ACCT Search

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Santa Fe Community College seeks professors from diverse backgrounds who share our commitment to learning, respect for the profession of teaching, and belief in the potentials that lie within each student. Located in North Central Florida, SFCC is a state supported college accredited by the Southern Association of Colleges and Schools and a charter member of the League for Innovation in the Community College. We encourage applicants for full-time positions in which innovation, dedication and knowledge are applied to the benefit of our students and communities.

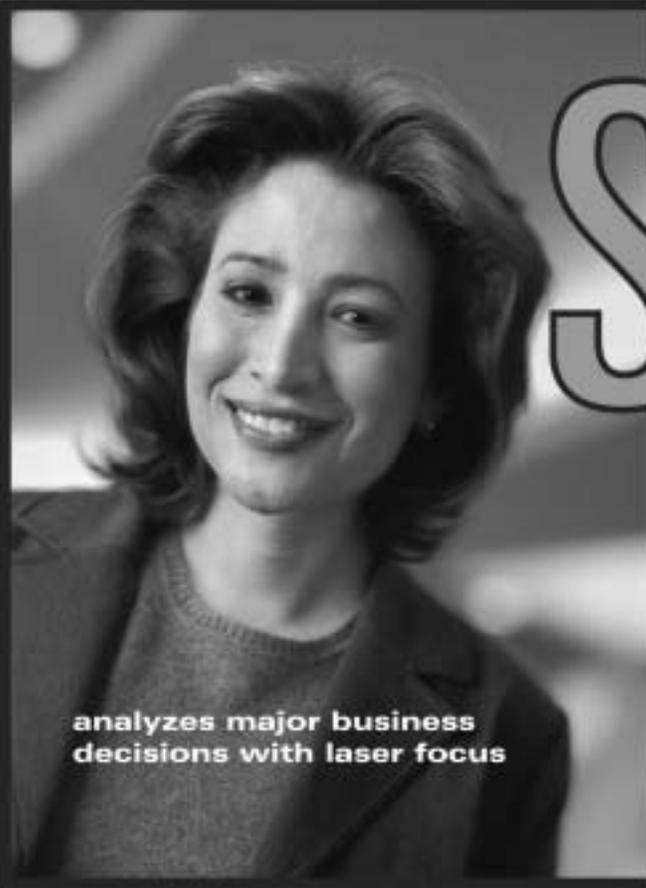
Academic Year 2003-2004 TENURE TRACK FACULTY POSITIONS

Anticipated vacancies include the following:

- | | | | | |
|------------------|------------------------------------|---------------------|-----------------------------|--|
| • Accounting | • Fire Science | • Anthropology | • Geology/Physical Sciences | • History |
| • Biology | • Information Technology Education | • Business | • Nursing | • College Prep Mathematics |
| • Office Systems | • College Prep Reading | • Political Science | • College Prep Writing | • Psychology |
| • EMT/EMS | • Sociology | • English | • Speech | • Basic Sciences for Allied Health Professions |

Available positions contingent upon funding. College reserves the right to extend application deadlines and/or not to offer advertised positions.

Application Deadline: March 17, 2003. For consideration, candidates must submit a completed Santa Fe Community College employment application for each position, a letter of intent, resume, three current letters of recommendation, official transcripts, and a written statement describing his/her concept of a learning centered institution. To view the minimum qualifications and download the required employment application, please visit our Web site at <http://admin.sfcc.edu/~facultysearch/> or contact the Human Resources office for an application packet via mail at 3000 NW 83rd Street, F-08, Gainesville, Florida 32606; by phone at 352-395-5185 or by fax at 352-395-7384. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. Santa Fe Community College is an Equal Access/Equal Opportunity Employer



S

superheroes wanted.

(We'll supply the cape.)

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