



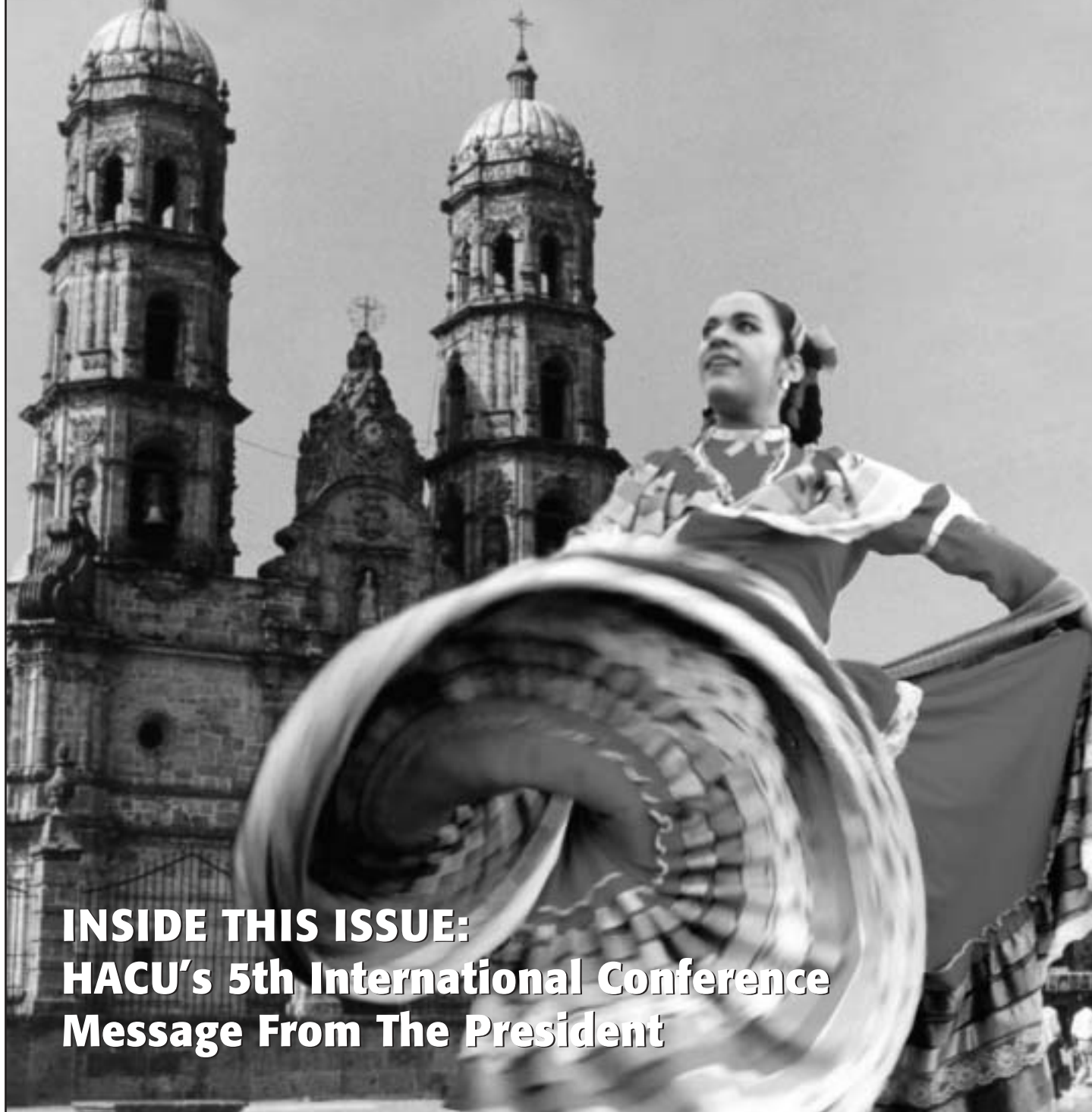
HACU

HISPANIC  
ASSOCIATION  
OF COLLEGES &  
UNIVERSITIES

VOLUME 12, NO. 4, APRIL 2003

# THE VOICE

OF HISPANIC HIGHER EDUCATION



**INSIDE THIS ISSUE:  
HACU's 5th International Conference  
Message From The President**

## WORKFORCE CONFERENCE

■ National higher education leaders will join workforce development professionals in May in California at a workforce development conference that stems from an ongoing partnership between HACU and the U.S. Department of Labor Employment and Training Administration (DOL/ETA). HACU member Santa Monica College is sponsoring a two-day conference, "Innovative Opportunities: Strategic Partnerships for Excellence in Workforce Development," May 8-9 in Santa Monica, California. For more information, visit [www.hacu.net](http://www.hacu.net). Or contact Tony Leiva, HACU's DOL/ETA Program Manager, at (210) 692-3805. Ext. 3222

## MINORITY PROFESSORS

■ A survey of business school deans at more than 100 U.S. colleges and universities reveals that hiring minority professors is the key to attracting minority students. Nearly 80 percent (79.8 percent) of business school deans surveyed by The PhD Project say hiring minority professors has helped them attract more minority students. Since The PhD Project was founded in 1994, the number of minority professors at U.S. business schools has more than doubled, from 294 to 623.

## ESL INITIATIVE

■ The Multicultural Bilingual Education Center and Division of Language Literacy and Sociocultural Studies at HACU member University of New Mexico won a five-year, \$1.2 million grant to increase the number of educators skilled in teaching English as a Second Language (ESL). The grant will provide scholarships to students pursuing bachelor degrees with an emphasis on bilingual/ESL or American Indian education.

## HOPE AWARD

■ The Diocese of San Bernardino, California, presented Albert Karnig, president of HACU member California State University at San Bernardino, with its Vision of Hope Award. "Dr. Karnig's work in helping to bring minority students to the university and giving them hope for the future goes to the heart of why we have the Vision of Hope Award," said Jim Brennan, superintendent of the Diocese of San Bernardino Office of Catholic Schools. CSU-San Bernardino has an undergraduate enrollment that is more than 30 percent Hispanic, with no single majority ethnic group among students on campus.

## LATIN AMERICAN STUDIES

■ Charles Davidson, a 1997 graduate of HACU associate member University of Texas at Austin, has created a \$25,000 endowment to provide scholarships in Latin American studies. The Davidson Family Endowed Scholarship in Latin American Studies, with matching funds from AXA Global, will provide financial aid for students who major or minor in Latin American studies. Priority consideration will be given to students who are fluent in more than one language or are first-generation college students.

## HEALTH

■ The Edward R. Roybal Institute for Applied Gerontology at HACU member California State University at Los Angeles, in partnership with the National Association of Community Health Centers Inc. and the federal Centers for Disease Control and Prevention (CDC), launched a program called "Cada Paso Cuenta/ Every Step Counts." The program assists community, migrant and homeless health centers to encourage more Spanish-speaking women to obtain early breast and cervical cancer screenings.

## CENSUS RESEARCH

■ HACU associate member University of Illinois at Chicago is a partner in a new Census Research Data Center dedicated to providing Chicago-area social scientists restricted access to relatively untapped census data. Among the first projects initiated at the center is a study of immigration assimilation in the U.S. labor market. Other partners include the Federal Reserve Bank of Chicago, the University of Chicago and Northwestern University.

## ARTICULATION

■ HACU members University of New Mexico and Mt. San Antonio College in Los Angeles signed an articulation agreement that will allow students from the California college to transfer course credits to the University of New Mexico.

## RURAL COMMUNITIES

■ HACU member Palo Alto College was awarded a \$257,760 federal grant to provide distance learning to three high schools and their communities served by the community college in San Antonio, Texas. The grant was awarded by the Office of Rural Utilities Service of the U.S. Department of Agriculture.

## OVERVIEW

### IN THIS ISSUE

- Pg. 3 • Notes from Washington
- Pg. 4 • Message from the President
- Pg. 5 • CreditSmart Español
- Pg. 6 • HACU's 5th International Conference
- Pg. 7 • HACU members and International Partnerships
- Pg. 8 • Technology/Diversity
- Pg. 9 • New DoD grants for HSIs
- Pg. 10 • Positions and Announcements

### ABOUT THE COVER

HACU'S 5th International Conference in Guadalajara, Jalisco, Mexico, in July will focus attention on global trends in Hispanic higher education. A special report begins on Pg. 6.

### MARK YOUR CALENDAR!

HACU'S 17th Annual Conference, *Hispanic Higher Education Success: America's Path to the Future*, is Oct. 18-21 in Anaheim, California. For more information, visit [www.hacu.net](http://www.hacu.net).

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### 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.

## REAUTHORIZATION CYCLES

By Gumecindo Salas  
*Vice President of Government Relations*



The five-year reauthorization cycles of the Higher Education Act and Workforce Investment Act are attracting new attention as the 108th Congress seeks to address a series of proposals requesting that the pressing needs of the nation's "emerging majority" populations receive important attention in the framing of both documents.

The leadership of HACU joined other leaders of the Alliance for Equity in Higher Education to present recommendations seeking "a greater and more influential voice for Minority-Serving Institutions" in the pending reauthorization of the Higher Education Act (HEA).

Title V of the HEA remains the chief vehicle for targeting urgently needed funds to Hispanic-Serving Institutions (HSIs). HACU already has prepared position papers on HEA reauthorization needs specific to HSIs. As a member of the Alliance for Equity in Higher Education, HACU also joined in presenting a position paper in February voicing shared concerns of all Minority-Serving Institutions. HEA reauthorization will determine federal spending policies for all higher education institutions for the next five years.

The Alliance for Equity in Higher Education is a partnership established by HACU representing HSIs, the American Indian Higher Education Consortium representing Tribal Colleges and Universities (TCUs) and the National Association for Equal Opportunity in Higher Education, representing Historically Black Colleges and Universities (HBCUs).

The Alliance's position paper on HEA reauthorization mirrors that of HACU in requesting significantly increased support for Pell Grants, Title V of the HEA and new graduate-level education initiatives, as well as expanded participation by HSIs and other Minority-Serving Institutions in federal TRIO programs.

The Workforce Investment Act of 1998 fundamentally changed the nation's approach to training and employment in the United States when it replaced the Job Training Partnership Act. The new Act inspired innovative approaches by the nation's higher education institutions, especially community colleges, as lead

partners in still-evolving programs, outreach and initiatives.

The Workforce Investment Act (WIA) scheduled for its first reauthorization cycle this year. This process

will determine WIA program and funding priorities for the next five years. HACU member and partner colleges and universities have much at stake in ensuring that funding, support and outreach needs of the Hispanic higher education community are comprehensively served by every reauthorized component of the WIA.

Current plans by Congress are to prepare the WIA for reauthorization during the first session of the 108th Congress in anticipation of preparing a bill for the President's signature by the end of federal Fiscal Year (FY) 2003. HACU is monitoring preliminary discussions preceding congressional committee debates, and will call upon its membership for ideas and expertise to shape a HACU WIA Reauthorization Agenda that best meets Hispanic higher education needs.

A major component of the WIA is the empowerment of the existing education delivery system with programs at the postsecondary level with the capacity to train and retrain the nation's workforce.

Through the WIA, these programs have been brought together as a One-Stop Career Center system designed to enrich the services available to the system's customers and to ensure a seamless delivery of services to students and employers. Many HACU member colleges and universities either have become One-Stop partners or now house One-Stop centers.

The stakes for HACU and Hispanic higher education are especially critical in that community colleges have a long tradition and institutional mission to provide technical and vocational education to traditional and non-traditional students. More than 50 percent of all Hispanic higher education students are served by community colleges; more than 50 percent of HACU's membership consists of community colleges.

HACU continues to monitor efforts to translate S.196, the Digital and Wireless Network Technology Act, into law during the 108th Congress. S.196 would target \$250 million in National Science Foundation grants in each of the next five years to Hispanic-Serving Institutions

*continued on page 4*

# A VICTORY FOR HACU AND HSIs

By Antonio R. Flores  
President and CEO of HACU

**H**ACU is celebrating a victory for Hispanic higher education in winning record new federal support for the nation's Hispanic-Serving Institutions (HSIs). HACU applauds Congress for supporting critically needed new investments in the college and career success of the nation's youngest and largest ethnic population.

In a year when economic uncertainties and the threat of war are creating budget constraints for almost every domestic spending program, Congress voted to equip our students with the advanced knowledge and skills they need to best contribute to our country's long-term economic strength and national security.

Congress endorsed a \$93 million federal Fiscal Year (FY) 2003 appropriation for HSIs under Title V of the Higher Education Act. This represents a 7 percent increase over an \$86 million FY 2002 appropriation. Title V is the chief legislative vehicle for targeting federal funds to HSIs.

HSIs, which have a student enrollment that is at least 25 percent Hispanic, serve the largest concentrations of Hispanic higher education students in the United States. Yet, HSIs continue to receive far less federal funding per student on average compared to all other degree-granting institutions.

We applaud the support in winning new Title V funding for HSIs from the Congressional Hispanic Caucus. We are grateful to the leadership of Senators Kay Bailey Hutchison of Texas and Jeff Bingaman of New Mexico as co-chairs of the bipartisan Senate Hispanic-Serving Institutions Coalition for their invaluable support.

Congress also approved FY 2003 spending bills that increased the appropriation for U.S. Department of Defense program support for HSIs from \$4.3 million in FY 2002 to \$6 million for FY 2003, and that increased U.S. Department of Agriculture support for HSIs under Title VIII of the Farm Bill from \$3.492 million in FY 2002 to \$4.1 for FY 2003. Congress endorsed a \$6.5 million appropriation for U.S. Department of Housing and Urban Development (HUD) program support for HSIs, compared to a \$7.5 million HUD appropriation for HSIs in FY 2002.

HACU also is celebrating the vote by Congress to continue funding for two community technology programs that are helping to bridge the digital divide between minority and non-minority populations: the Technology Opportunity Program (TOP) and the Community Technology Centers (CTC) program.

Each program, which has benefited several HSIs as partners in bringing technology to under-served communities, had been facing the threat of elimination. The vote to continue these

programs is a tribute to the success of the more than 100 diverse organizations, including HACU, which came together as the Digital Empowerment Campaign to keep these fundamentally important programs in place.

Even as HACU strives to win new federal spending increases for the U.S. Hispanic higher education community for FY 2004, HACU also is requesting record new support for international education initiatives that will benefit our U.S. and international membership in laying the foundation for new cross-border partnerships.

HSIs, because of the inherently multicultural makeup of their student enrollment, are at the forefront of numerous initiatives and programs promoting international education. Because of the location of many of these HSIs on the U.S.-Mexico border, cross-border faculty exchanges and educational outreach have evolved in states from Texas to California. HSIs in Florida, New York and other states have initiated similar outreach efforts with a worldwide reach.

Yet, HSIs remain historically under-funded compared to other degree-granting institutions in terms of basic infrastructure support for international education, hampering continued development and expansion of programs designed to best equip today's students for the rapidly evolving developments of a now global economy.

Indeed, global understanding has been listed in numerous, well-documented reports as increasingly essential to our national security in the face of past acts of terrorism and the threat of future aggressions.

HACU has identified policy issues of importance in the pending reauthorization of the Higher Education Act that address the need for expanded language and increased authorization levels for HSIs under Title VI of the Higher Education Act to enhance international education programs.

The critical importance of HSIs in the international education community will be a focus at HACU's 5th International Conference, *Hispanics: Reencounter and Vision – United by the Past, Working in the Present, and Looking Towards the Future*, scheduled July 27-29 in Guadalajara, Jalisco, Mexico.

I urge everyone with a stake in the success of our Hispanic higher education students in the United States and abroad to join higher education leaders and distinguished representatives of community, corporate, research and public policy sectors from throughout the world at this international conference.



## NOTES FROM WASHINGTON *continued from page 3*

(HSIs) and other Minority-Serving Institutions to enhance their technology infrastructure, faculty development and classroom training.

Ricardo Fernández, President of HACU member Herbert H. Lehman College of the City University of New York, a past HACU Governing Board Chair and current HACU Governing Board member, testified in February

before the Senate Committee on Commerce, Science and Transportation in support of S.196. Speaking for HACU and HSIs, Fernández made a compelling case for passage of the bill.

S.196 would directly address the widening 'digital divide' among minority and non-minority populations by targeting funds directly to those colleges and universities that serve the greatest

concentrations of Hispanic and other minority students.

HACU's position is that new national security priorities and a fast-changing global economy is now demanding a more highly educated workforce requiring the expedient elimination of the digital divide, particularly on U.S. college campuses. S.196 directly addresses this imperative.

# HACU, FREDDIE MAC AND CREDITSMART ESPAÑOL

U.S. Representatives Charles Gonzalez and Ciro Rodriguez of Texas joined U.S. Treasurer Rosario Marin, Freddie Mac and HACU to launch a national consumer credit education initiative to help prepare Hispanic communities for the financial responsibilities of higher education and homeownership.

“The nation’s youngest and largest ethnic population also represents our fastest-growing consumer group. This important new consumer credit education curriculum, CreditSmart Español, is designed to provide our Hispanic communities the best information available about how to achieve life-long financial goals,” U.S. Treasurer Rosario Marin said at HACU member St. Mary’s University in San Antonio, Texas.

CreditSmart Español, a bilingual financial literacy curriculum from Freddie Mac, is being introduced at St. Mary’s University, where 68 percent of undergraduate students are Hispanic. CreditSmart Español will be introduced later this year at HACU member colleges and universities in California, New York, Florida, and Puerto Rico.

“CreditSmart Español is a resourceful bilingual tool that will empower Hispanic students here in San Antonio and throughout the United States to take charge of their financial lives and build better futures for themselves and their families,” said U.S. Congressman Charles Gonzalez of Texas.

“CreditSmart Español is a great way to arm our students and communities with financial information so that they can make informed decisions about building and maintaining solid credit,” said U.S. Congressman Ciro Rodriguez of Texas, who is also Chair of the Congressional Hispanic Caucus.

The CreditSmart Español courses will be available to students, their families, and members of the local community. The free classes will teach consumer credit and money management skills, with an emphasis on preparing consumers for the financial responsibilities of homeownership, paying for college, and achieving other financial goals.

According to the U.S. Census Bureau, while 68 percent of the nation’s families own homes, less than 48 percent of Hispanic families are homeowners.

“Freddie Mac is taking action to narrow the homeownership gap for Hispanic families,” said Jim Park, Vice President of Industry Relations and Housing Outreach at Freddie Mac. “CreditSmart Español will help students and their families understand, build and maintain solid credit for their future, which may include purchasing a home.”

CreditSmart Español is a component of “Catch the Dream,” Freddie Mac’s comprehensive plan to help achieve the Bush Administration’s goal of adding 5.5 million minority homeowners by the end of the decade.



*Dr. Charles Cotrell, President of St. Mary’s University, US Treasurer Rosario Marin, Dr. Antonio Flores, President and CEO of HACU, and Jim Park, VP of Freddie Mac*

“Thanks to the foresight and leadership of Freddie Mac, our students have access to valuable information that can lead to a more financially secure future,” said HACU President and CEO Antonio Flores. “As a founding member of HACU, St. Mary’s University has been a national leader in education and service outreach to the larger Hispanic community, as well as to students.”

“Providing our students access to CreditSmart Español classes and materials will complement our traditional curriculum and service mission to provide students with the advanced knowledge and societal skills that will help them to succeed as citizens, consumers, professionals and future leaders,” said St. Mary’s President Charles Cotrell.

HACU and Freddie Mac later this year will introduce CreditSmart Español at Miami-Dade Community College’s Inter American Campus in Florida, at the University of the Sacred Heart in Puerto Rico, at Hostos Community College of the City University of New York and at California State University at Fullerton.

# HACU PRESIDENT AND CEO IS ELECTED CHAIR OF HACR

**H**ACU President and CEO Antonio R. Flores was elected Chair of the Board of Directors of the Hispanic Association on Corporate Responsibility (HACR) at the HACR Governing Board’s annual meeting in February in San Juan, Puerto Rico.

“I am honored to be elected chair by the distinguished board members of this prestigious coalition of 11 of the largest and most respected national organizations that share our mission to promote the college and career success of our country’s youngest and largest ethnic population,” Flores said.

“We have a tremendous responsibility to ensure that promoting college and career access and equity for such a large part of our future workforce and leadership ranks also paves the way for far more Hispanic Americans to assume decision-making positions in all sectors of our society to best reflect our nation’s increasingly diverse citizenry,” Flores said.

HACR, founded in 1986, is a coalition of the leadership of nationally prominent Hispanic organizations that promotes Hispanic leadership initiatives and the equitable representation of the Hispanic community in Corporate America.

Flores replaced outgoing Chair Ron Blackburn-Moreno, President and CEO of ASPIRA Inc., at the completion of his two-year term. “The outstanding achievements of Mr. Blackburn-Moreno made a tremendous impact on strengthening HACR’s invaluable credibility and renown with the leadership of Corporate America and the Latino community,” Flores said.

“My goal for the two years of my tenure is to build upon his remarkable record of success and to work hand-in-hand with Anna Cabral, the distinguished President and CEO of HACR, and our board to secure a new record of success for this exceptional organization,” Flores said.

# HACU's 5TH INTERNATIONAL CONFERENCE

Higher education leaders and representatives of community, corporate, research and public policy sectors from throughout the world will meet July 27-29, 2003, in Guadalajara, the capital of the Mexican state of Jalisco, for HACU's 5th International Conference, *Hispanics: Reencounter and Vision – United by the Past, Working in the Present, and Looking Towards the Future.*

The Hotel Presidente Inter-Continental is the site of the conference in Guadalajara, a city founded in 1542 that is rich in tradition, but also embraces the modern technologies and global outreach of the 21st Century.

The international higher education conference will feature interactive, bilingual sessions on Hispanic higher education issues and trends, as well as unique opportunities designed to encourage the development of international networks and cooperation. Information on best academic practices will be highlighted at a conference that also will provide platforms to promote new ideas and transnational collaborative initiatives.

HACU's international conferences have attracted wide attention to global issues and trends in education, workforce development, public policies and cultural development.

As the youngest and largest ethnic population in the United States, Hispanics and the higher education institutions that serve the largest concentrations of Hispanic students are the focus of these conferences and initiatives to promote multicultural education and cross-border understanding.

HACU's membership of more than 340 colleges and universities includes a fast-growing international membership in Mexico, throughout Latin America and in Spain that is working with HACU's U.S. membership to foster new understanding, partnerships and programs locally, regionally, nationally and internationally.

For example, the University of Guadalajara, a HACU International Member institution, is among the largest institutions of higher learning in Mexico. Founded in 1792, the university in 1948 established the Foreign Student Studies



*"Together, we can promote efforts at every level to enhance knowledge, skills, partnerships, opportunities and multicultural understanding in a global economy."*

Center, which each year offers more than 2,500 students from a variety of nations the opportunity to learn Spanish, as well as acquire knowledge of Mexican and Latin American culture, art, literature, economics, history and philosophy.

HACU's 5th International Conference will feature internationally renowned keynote speakers and guests at special plenary sessions, workshops, lectures, regional excursions, unique networking opportunities, on-site fine dining and exceptional entertainment events.

Also part of the conference will be a Conference Exhibit Hall promoting latest private- and public-sector career, research, technology opportunities, services and products in a one-site setting for maximum benefit to conference attendees.

For more information about the conference, discount hotel accommodations, transportation, registration forms and sponsorship opportunities, visit the 5th International Conference page at [www.hacu.net](http://www.hacu.net).

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## HACU MEMBERS AND INTERNATIONAL PARTNERSHIPS

**H**ACU member colleges and universities are at the forefront of innovative new partnerships and outreach initiatives with an international reach.

A new international agreement between HACU member Miami-Dade Community College and the Global Foundation for Democracy and Development of the Dominican Republic has opened the door for the college's faculty to begin teaching courses in the Dominican Republic.

The Tinker Foundation awarded the Center for Latin American Studies at HACU member University of Arizona in Tucson a \$90,000 grant to support graduate student field research in Latin America, Portugal, Spain and the Caribbean.

HACU member Florida International University has partnered with the governments of Miami-Dade County and the Comunidad de Madrid to establish a new academic center in the Spanish capital. The Madrid Center for Education, Research and Development will focus on three areas of importance to South Florida and Greater Madrid: immigration, economic development and information technology.

The U.S. Department of Education recently awarded HACU member New Jersey City University a \$172,031 Title VI Undergraduate International Studies and Foreign Language Program Grant to enhance international education programs for future teachers.

HACU members California State University at San Bernardino and the University of California at Los Angeles were co-facilitators for a recent conference of worldwide leaders in the field of distance learning. The focus was on exploring opportunities to create joint research initiatives on Web-based learning.

The increase in international education programs and cross-border outreach also is leading to a phenomenal rise in attendance in Spanish language courses.

According to John M. Lipski, professor and chair of the Spanish Department at HACU member Pennsylvania State University, Spanish language classes are becoming a core course for college students nationwide.

The Penn State professor recently wrote in PMLA, the journal of the Modern Language Association of America, that a burgeoning enrollment in Spanish classes at American colleges and universities is a reflection of demographic realities.

Lipski said many college students take Spanish, which has more than 400 million native speakers worldwide, to help anchor their curriculums in business and international studies. At Penn State, Spanish represents more than half of all basic language sections taught.

"To deal fully with the evolving role of Spanish language programs in U.S. colleges and universities, university

administrators need to acknowledge that for many – perhaps for most – college students, Spanish is well on the way to dropping its foreign status, to take its place among the knowledge and skills required by well-rounded university graduates," Lipski said.

### HACU represents 340 colleges and universities, including 33 International Member institutions in eight countries in Latin America and in Spain.

#### ARGENTINA (1)

Universidad de Morón  
(Morón, Buenos Aires)

#### BRAZIL (3)

Escola Superior de Propaganda e Marketing (São Paulo, SP)  
Universidade Anhembi Morumbi (São Paulo, SP)  
Universidade para o Desenvolvimento do Estado e da Região do Pantanal (Campo Grande, MS)

#### COLOMBIA (1)

Universidad Los Libertadores  
(Bogotá, Cundinamarca)

#### DOMINICAN REPUBLIC (1)

Universidad Central del Este  
(San Pedro de Macoris)

#### EL SALVADOR (1)

Universidad Francisco Gavidia  
(San Salvador, San Salvador)

#### MEXICO (21)

Centro de Estudios Universitarios (Monterrey, Nuevo León)  
Centro de Estudios Universitarios UNIVER (Los Cabos, Baja California)  
Centro de Estudios Universitarios UNIVER Noroeste (Tijuana, Baja California)  
Centro Universitario Grupo Sol, S.C. (México, D.F.)  
Instituto de Ciencias y Estudios Superiores de Tamaulipas, A.C. (Tampico, Tamaulipas)  
Instituto de Estudios Superiores de Tamaulipas, A.C. (Tampico, Tamaulipas)  
Instituto Tecnológico y de Estudios Superiores de Monterrey (Monterrey, Nuevo León)

#### Sistema CETYS

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Universidad Anáhuac (Estado de México, México)  
Universidad Autónoma de Baja California (Mexicali, Baja California)  
Universidad Autónoma de Guadalajara (Guadalajara, Jalisco)  
Universidad de Guadalajara (Guadalajara, Jalisco)  
Universidad de Guanajuato (Guanajuato, Guanajuato)  
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Universidad Regiomontana (Monterrey, Nuevo León)  
Universidad UNIVER (Zapopan, Jalisco)  
Universidad Valle del Bravo (Reynosa, Tamaulipas)  
Universidad Veracruzana (Xalapa, Veracruz)

#### NICARAGUA (2)

Universidad Americana (Managua)  
Universidad Nacional Autónoma de Nicaragua - León

#### PANAMA (1)

Universidad Católica Santa Marla la Antigua (Panamá)

#### SPAIN (2)

Universidad de Valladolid (Valladolid, Castilla-León)  
Universidade da Coruña (A Coruña, A Coruña)

# HSIs AND SUPPORT FOR S.196

HACU is calling for passage of a new bill now before Congress that addresses the widening Information Technology divide in American higher education.

Testimony submitted on behalf of HACU in February to the Senate Committee on Commerce, Science and Transportation extolled the merits of S.196, the proposed Digital and Wireless Network Technology Program Act, as an effective tool to narrow the digital divide between minority and non-minority populations in the United States.

S.196 would target \$250 million in new National Science Foundation grants each year for the next five years to the country's federally designated Hispanic-Serving Institutions (HSIs) and other Minority-Serving Institutions. These historically under-funded colleges and universities serve the largest concentrations of Hispanic and other minority students in the United States.

Ricardo Fernandez, President of Herbert H. Lehman College of the City University of New York, a HACU member HSI, testified before the Senate Committee on behalf of HACU and the Hispanic higher education community in support of what Fernandez labeled "this critically important bill."

"It is well known that the Latino population has rapidly expanded to become the largest minority group in

absolute numbers in the nation. The number of HSIs is expected to grow proportionately over the next five to 10 years. Our nation and economy will demand that Latinos be educated and trained in the latest technological innovations," Fernandez testified.



*Ricardo Fernandez, president of HACU member Herbert H. Lehman College of the City University of New York, testifies before a U.S. Senate Committee on the Information Technology needs of HSIs.*

"S.196, as written, would serve to provide Minority-Serving Institutions, including HSIs, with important and urgently needed resources to meet the quality demands in educational training required in our technological driven society."

Fernandez, a member and past chair of the HACU Governing Board, also is vice

chair of the Governing Board of the American Association of Higher Education and chair of the Hispanic Educational Telecommunications System, or HETS. HETS is a consortium of 18 HSIs engaged in distance education.

S.196 was introduced in January by Senator George Allen of Virginia as a bipartisan measure co-sponsored by Senators Ted Stevens of Alaska, John McCain of Arizona, Zell Miller of Georgia and Ernest Hollings of South Carolina.

The bill would provide grants for new technology equipment and infrastructure expansion, as well as new faculty development, classroom technology, training, technology partnerships and technology education leadership development opportunities for eligible HSIs and other Minority-Serving Institutions.

Fernandez said an important component of S.196 is a clause allowing a waiver of the traditional matching-funds requirement for higher education institutions with no endowment or with an endowment of less than \$50 million in current value.

"Most Minority-Serving Institutions have small endowments, and many have no endowments at all," Fernandez said. "Without a waiver of this provision, they would be effectively foreclosed from taking advantage of the funding opportunities provided for in this bill."

# IN DEFENSE OF DIVERSITY

HACU added its voice to written legal arguments to the United States Supreme Court filed in support of the University of Michigan in promoting diversity in college admissions policies.

"As the only nationally organized voice for Hispanic higher education, HACU well knows the role of diversity as one of the most important means to strengthen and enrich higher education for all students," HACU President Antonio R. Flores said.

HACU joined in Amicus Curiae (Friend of the Court) briefs filed by the Hispanic National Bar Association, Mexican American Legal Defense and Educational Fund (MALDEF) and American Council on Education in two cases -- *Grutter v. Bollinger* and *Gratz v. Bollinger* -- now before the Supreme Court.

These cases challenge diversity policies that allow race and ethnic background to be a positive consideration in college entrance decisions.

The University of Michigan is one of HACU's more than 340 member and partner colleges and universities, which collectively serve more than two-thirds of all Hispanic higher education students in the United States.

HACU stated that a decision against college admissions policies in place since the landmark Supreme Court *Regents of the University of California v. Bakke* decision in 1978 would create an "immediate crisis" for Hispanics, who already suffer the lowest college entrance and completion rates among all major U.S. population groups.

The complete texts of the court briefs joined by HACU are posted at the Capitol Connections page at [www.hacu.net](http://www.hacu.net).



## DEFENSE GRANTS AWARDED TO HSIs

The U.S. Department of Defense awarded 17 scientific research and equipment grants totaling \$4.2 million to HACU member colleges and universities in California, Colorado, Florida, Kansas, New Mexico, New York, Texas and Puerto Rico.

The grants awarded to federally designated Hispanic-Serving Institutions (HSIs), which have a student enrollment that is at least 25 percent Hispanic, range from \$57,000 to \$400,000.

They were awarded for projects that range from cutting-edge research initiatives to advanced equipment acquisition and laboratory enhancements in support of scientific disciplines critical to national security.

Although HSIs serve the largest concentrations of Hispanic higher education students in the United States, they receive substantially less federal funding on average per student compared to all other degree-granting institutions.

To address this disparity, HACU, as the only nationally recognized voice for HSIs, has won a record number of federal program funding increases for under-funded HSIs.

"We applaud the leadership of the Department of Defense for their continuing support of these important investments in the science, engineering and mathematics skills of the nation's youngest and largest ethnic population," HACU President and CEO Antonio Flores said.

"These projects are directly addressing the historic under-representation of Hispanics in these fields which are vital to our country's economic strength, homeland defense and global security," Flores said.

Seven equipment grants ranging from \$57,000 to \$240,000 over a 12-month performance period were awarded to HACU member HSIs.

Ten research grants ranging from \$213,000 to \$400,000 over a 36-month performance period were awarded to HACU member HSIs.



*HACU member New Mexico State University is among recipients of the new Department of Defense grants for scientific research and equipment needs of HSIs.*

The seven equipment grants for scientific instruments and laboratory enhancements were awarded to: Adams State College in Colorado, Donnelly College in Kansas, the University of Miami in Florida, New Mexico State University, Hostos Community College in New York, Texas A&M University at Corpus Christi and the University of Puerto Rico at Mayaguez.

Research grants were awarded to California State University at Northridge, New Mexico State University, the University of Texas-Pan American, the University of Puerto Rico at Mayaguez and the University of Puerto Rico at Rio Piedras. City College of the City University of New York was awarded two research grants. The University of New Mexico was awarded three research grants.

## 'DIGITAL EMPOWERMENT' VICTORY

HACU praised a vote by Congress to continue funding for two community technology programs that will help bridge the digital divide between minority and non-minority populations.

Congress voted to continue federal funding for the Technology Opportunity Program (TOP) and the Community Technology Centers (CTC) program as part of the Federal Fiscal Year (FY) 2003 budget. Each program had been facing the threat of elimination.

"We applaud the foresight and leadership of Congress in continuing these programs that are so effectively addressing the technology needs of Hispanics and other under-represented

population groups in this high-technology economy," HACU President and CEO Antonio R. Flores said.

"This is also a tribute to the success of the many, diverse organizations that came together as the Digital Empowerment Campaign to keep these fundamentally important programs in place," Flores said.

The coalition will continue to advocate for the continuation of these programs as part of the FY 2004 budget now being debated by Congress.

HACU is part of the massive Digital Empowerment Campaign coalition that also includes the Leadership Conference on Civil Rights, CTCNet, Policy Link, the Children's Partnership, the Consumers Union, the Benton Foundation, and more

than 100 other national and community-based organizations. HACU is a member of the Leadership Council on Civil Rights. The Technology Opportunity Program (TOP) was created in 1994 to provide grants to low-income and other under-represented communities lacking adequate technology access. Since its inception, the program has awarded more than 500 grants in all 50 states.

The Community Technology Centers (CTC) program since its inception in 1999 has awarded more than 225 grants to provide computers and technology education to low-income communities.

For more information about the Digital Empowerment Campaign, visit [www.digitalempowerment.com](http://www.digitalempowerment.com).

## The Problem: A crisis in American education

Too many U.S. high school graduates are not ready for college-level work. According to research by The Education Trust, 50% of college freshmen take at least one remedial course.



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## EPAS—a system that works for all students

EPAS helps students begin early to plan for further education and explore careers—with the focus on their skills, interests, and goals. EPAS gives schools a way to get students "on the right track." ACT research shows, for example, that:

- Students—especially underrepresented students—who use EXPLORE and PLAN in educational planning are more likely to take college prep ("core") courses in high school, especially science and math.
- Hispanic students who take EXPLORE are 30% more likely to plan to go to college than those who do not.



School districts nationwide are using EPAS to ensure that every student is prepared for the future.

To learn how EPAS can help you better serve your students, call ACT Educational Services at 800/294-2875 or visit the ACT website: [www.act.org](http://www.act.org).

3436

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## POSTDOCTORAL FELLOWSHIP, RESEARCH ASSISTANT AND INTERNSHIP OPPORTUNITIES IN THE FOLLOWING DISCIPLINES

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**Research Assistants:** Seeking experienced scientists with undergraduate, masters or doctorate degree. Applicants must have a working knowledge of laboratory techniques and instrumentation, and the ability to collect and analyze scientific data. Two or more years of laboratory experience highly desired. Federal government salary and benefits commensurate to level of experience. United States citizenship required.

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Visit our Training & Employment website <http://generalemployment.nci.nih.gov> where you can post your resume for possible future openings, communicate with our laboratory principal investigators, and view/apply for positions on the Careerhere link. For more information or assistance, contact Keith Ariola, [ariolak@mail.nih.gov](mailto:ariolak@mail.nih.gov)



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