



HACU

HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

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THE VOICE

OF HISPANIC HIGHER EDUCATION

**INSIDE THIS ISSUE:
From Interns to Role Models
Message From The President**



CAPITOL FORUM UPDATE

■ Visit www.hacu.net for early, online registration for HACU's 2004 Capitol Forum on Hispanic Higher Education March 28-31, 2004, in Washington, D.C. HACU's 2004 Capitol Forum will provide a national platform for creating a formal FY 2005 Legislative Agenda and priorities for the pending five-year reauthorization of the Higher Education Act. Don't miss this important conference!

EPA FELLOWSHIPS

■ The deadline is November 20 to apply for Environmental Protection Agency (EPA) Minority Academic Institutions (MAI) fellowship programs. The programs were established to help promising students at Hispanic-Serving Institutions (HSIs) and other Minority Serving Institutions obtain advanced degrees and pursue environmental careers. For more information visit www.epa.gov.

TOP LAW SCHOOLS

■ HACU member and associate member colleges and universities make up the top five law schools in Hispanic Business magazine's Top 25 Law Schools for Hispanics. The law schools at the University of Texas at Austin, University of Miami, University of New Mexico, St. Mary's University in Texas, and University of Arizona topped the list. Other HACU member higher education institutions on the top-25 list include Nova Southeastern University in Florida, Loyola Marymount University in California, UCLA, St. Thomas University in Florida, and Texas Tech University.

DUAL ADMISSIONS

■ A new dual admissions agreement between HACU member California State University at San Bernardino and HACU member San Bernardino Valley College will allow students to be admitted to both colleges at the same time. The agreement is the first of its kind between the neighboring higher education institutions.

RESEARCH LABORATORY

■ A new computer laboratory for the biological sciences at HACU member Lehman College of the City University of New York will allow entire undergraduate classes, instead of the traditional one student at a time, to use advanced research software. Both the new laboratory and an adjacent new conference center also will feature high-speed facilities for "real-time" interactive videoconferencing and distance learning.

INFORMATION TECHNOLOGY

■ The SBC Foundation awarded HACU member St. Mary's University in San Antonio, Texas, a \$1 million grant to bring the benefits of leading-edge telecommunications to technologically underserved segments of the greater San Antonio community. The new SBC Center for Information Technology at St. Mary's University will be a gateway for academic research and education, promoting interactive learning opportunities for a knowledge-based economy.

FORENSIC SCIENCE

■ After just a year, programs leading to bachelor's and master's degrees in forensic sciences have become as popular at HACU member Pace University in New York as television's "CSI" and "Law & Order." The forensic science program showed the largest growth in applicants among all Pace's undergraduate programs. The courses combine basic science with techniques of crime scene and laboratory analysis taught by active practitioners, some of whom come from New York Police Department headquarters just a block away from the Pace campus in downtown New York City.

FOCUS GRANT

■ HACU member San Antonio College received a \$24,985 Focus Grant from the National Endowment for the Humanities to help faculty from a variety of disciplines integrate web-based mapping technology into the humanities curriculum. In addition to two initial modules field-tested by the project team, humanities faculty at San Antonio College will be invited to apply for \$500 incentive grants to develop curricula using the technology.

TRANSPORTATION

■ HACU member California State University at San Bernardino partnered with the U.S. Department of Transportation Office of Small Disadvantaged Business Utilization to bring the first Entrepreneurial Training and Technical Assistance Program to California's Inland Empire region. The federally funded program focuses on assisting women-owned, minority-owned and small disadvantaged businesses in obtaining U.S. Department of Transportation contracts.

OVERVIEW

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ABOUT OUR COVER

HACU National Internship Program alumni are making a difference in the community. Special reports on the nation's largest Hispanic college internship program begin on Page 6.

MARK YOUR CALENDAR!

The HACU 2004 Capitol Forum on Hispanic Higher Education:
March 28 – 31, 2004
Washington, D.C.
Register online at 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.

MESSAGE FROM THE PRESIDENT

NEW ROLES FOR EMERGING HSIs

By Antonio R. Flores
President and CEO of HACU



Our nation's Hispanic-Serving Institutions have long been at the forefront of every substantial effort to increase the higher education success of our nation's largest ethnic population. A new category of Emerging HSIs now is expanding its critical role in service to the country's fastest-growing college-age population.

HSIs by federal definition serve a full-time equivalent student enrollment that is at least 25 percent Hispanic. HACU Associate Member Institutions serve a Hispanic student enrollment which is at least 10 percent Hispanic or numbers a minimum of 1,000 Hispanic students.

Today, many federal agencies already are referring to these Associate HSIs as "Emerging HSIs." Due to the rapid growth of Hispanic enrollment rates, they are on the verge of becoming HSIs. Indeed, many are embracing a proactive approach to their pending new status and expanding role in service to their increasingly diverse communities.

Indicative of this proactive approach is the recent conference, "Graduate Education for Hispanics in Science and Engineering: The Role of HACU and Associate Member Institutions," held in September at the University of Illinois at Urbana-Champaign under the outstanding leadership of Chancellor Nancy Cantor.

The University of Illinois at Urbana-Champaign is one of HACU's many Associate Member Institutions now laying the groundwork for new partnerships with existing HSIs to better respond to an explosive Hispanic population growth nationwide.

To place the demographics of Hispanic population growth in context, we need only to visit our own membership rolls. HACU began in 1986 as an association representing only 18 higher education institutions mostly concentrated in the Southwestern United States. Today, our U.S. membership represents higher education institutions in 26 states and Puerto Rico.

HACU represents colleges and universities not only in states with

traditionally large Hispanic populations such as Texas, California, Arizona, Colorado, Florida, Illinois, New Mexico, New York and New Jersey, but also now in Maryland, Massachusetts, Michigan, Minnesota, Georgia, Idaho, Kansas, Kentucky, Oklahoma, Pennsylvania, Tennessee, Virginia, Wisconsin and Washington.

As of September 2003, HACU's Associate Member Institutions numbered 100, with 15 new Associate Member Institutions joining HACU this year alone.

In 2002 the Department of Education listed 219 higher education institutions as HSIs. This year the list numbers 242, a 10% increase in one year. Within the next three to five years, that number is expected to grow by 50 percent, with another 100 Emerging HSIs expected to become HSIs in states such as Connecticut, Oregon and Alabama. Clearly, the growth of the Hispanic population is no longer confined to any one geographic region of this country.

Associate, or Emerging HSIs, have a powerful role to play in the expertise and resources they can offer to existing HSIs. For example, most HSIs — many of which are two-year colleges — today lack a graduate education program.

Emerging HSIs with strong graduate programs in place can play a lead role in establishing academic pipeline initiatives and support program partnerships with HSIs to provide Hispanic students a more seamless transition from two-year to four-year to graduate degrees.

The stakes are high. Even in an era of high unemployment, jobs remain unfilled in high-demand fields such as engineering, science and technology requiring advanced degrees.

Hispanics make up the fastest-growing component of our labor force. Yet, because Hispanics as a population group lack advanced degrees, they are effectively barred from entering professions such as science and engineering critical to our nation's economic strength and security. Hispanics today earn less than 5 percent of all graduate and professional degrees. It is imperative that we close this education gap.

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BUILDING SUPPORT FOR EDUCATION

By Gumecindo Salas
Vice President of Government Relations

HACU is attracting strong support in Congress for translating HACU's federal spending recommendations for both the upcoming federal Fiscal Year (FY) 2004 and reauthorization of the Higher Education Act (HEA) into actual legislation. With continuing support from HACU's member and partner higher education institutions, several of these bills are expected to win final passage before this year's end.

For the first time, Congress this year is formally addressing graduate education needs of HSIs, beginning with "Emerging Hispanic-Serving Institutions (HSIs)" legislation first introduced in the House and Senate with the strong, bipartisan support of more than 100 co-sponsors. These bills would insert language into Title V of the HEA for graduate education and also provide a \$125 million federal spending authorization.

In response to HACU's call for more technology support for HSIs, the Senate already has endorsed the Senate Minority-Serving Institutions Digital and Wireless Network Technology Opportunity Act, with sister legislation in the House now awaiting a vote. These proposals would appropriate as much as \$250 million each year for technology support for HSIs and other MSIs.

In response to HACU's call for the removal of burdensome regulations attached to the definition for HSIs in Title V, bills have been introduced to remove the two-year wait out period between Title V grant applications and to remove the 50 percent, low-income assurance requirement.

HACU's call for two-year/four-year articulation agreement support for HSIs has resulted in specific legislation, such as H.R. 1871, and within the language of bills with wider scope, such as the "Emerging HSIs" bills.

HACU applauds U.S. Representative David Wu of Oregon for introducing H.R. 1871, to promote more articulation agreements between two-year and four-year higher education institutions.

This bill is of tremendous importance to the Hispanic higher education community, since more than 50 percent of Hispanic higher education students attend two-year colleges. Yet, Hispanics have a disproportionately low transfer rate from two- to four-year colleges (9 percent), compared to the overall transfer rate of 30 percent.

H.R. 1871 will go far to increase higher education opportunities for a population that will so dramatically impact our nation's future economic strength, security and global leadership role.

HACU this fall also successfully urged the reintroduction of the DREAM Act in the Senate and Student Adjustment Act in the House to allow states the flexibility to allow long-term resident immigrants to apply for in-state resident tuition.

HACU has also successfully urged support for substantial increases in student financial aid, teacher education, college preparation and retention programs such as GEAR UP and TRIO, and other increases in aid and federally mandated program support of maximum benefit to Hispanic student communities and HSIs. Final votes on bills containing funding increases for these programs are expected before year's end.



HACU also continues to work with the staff of key federal agencies to attract new FY 2004 funding support for HSIs within the budgets of individual federal agencies.

Thus far, HACU has gained strong support for increasing Title V appropriations above that recommended by the White House, even in a year in which HACU is competing with war abroad, high unemployment at home and enormous budgetary pressures to avoid spending increases for domestic programs such as education.

On the strategic front, letters are regularly dispatched, and telephone calls and personal meetings are scheduled daily to urge support for key bills.

HACU Action Alerts are regularly disseminated to HACU member and partner institutions to provide important legislative updates, and also to request grass roots support such as personal communications with key members of Congress at strategically important times during legislative debates.

HACU will continue to provide updates to its membership as action escalates on key legislation in the closing months of 2003. HACU urges continuing grass roots advocacy by member and partner institutions as essential to winning record new support for the Hispanic higher education community in the next fiscal year, and for the next five-year cycle of the reauthorized Higher Education Act.

Plans already are well under way for HACU's 2004 National Capitol Forum on Hispanic Higher Education scheduled March 28-31, 2004, in Washington, D.C..

HACU hopes to attract record attendance to next year's Capitol Forum, predicated in no small part on the enormous fiscal and demographic challenges now facing the Hispanic higher education community. Early, online registration is available at www.hacu.net.

HACU's 2004 Capitol Forum on Hispanic Higher Education is the single most important national platform for shaping a formal FY 2005 Legislative Agenda for the country's fastest-growing school-age population and the Hispanic-serving higher education community. Please make plans now to attend HACU's 2004 Capitol Forum.

MESSAGE FROM THE PRESIDENT *continued from page 3*

HACU is calling on Congress to provide first-time federal funding to establish more graduate education programs at our historically under-funded HSIs. HACU also is leading the effort to persuade Congress to formally recognize and provide new funding resources for HACU

Associate Member Institutions as integral partners to HSIs.

We as a nation can ill afford to withhold the resources necessary to meet the higher education needs of a population so dramatically important to our economy and global leadership role for the rest of

this century. Substantial increases in support for our HSIs and recognition from Congress and the country of the crucial role of our Emerging HSIs are essential if America is to meet the challenges of the 21st century.

HACU, U.S. TREASURY DEPARTMENT ANNOUNCE MOU

U.S. Treasury Department Secretary John Snow joined HACU President and CEO Antonio Flores in Washington, D.C., in October to sign a Memorandum of Understanding (MOU) to promote HACU member colleges and universities and federal workforce opportunities.

"This partnership will create new job opportunities and tremendous new support for those colleges and universities serving the largest Hispanic population centers in the United States," Flores said.

Also attending the news conference announcing the MOU were: White House Director of Intergovernmental Affairs Ruben Barrales; Small Business Administration Director Hector Barreto; and Assistant Treasury Secretary for Management Teresa Ressel.

The purpose of the MOU is to provide the cooperative framework for the parties to develop and establish a Treasury Hispanic Serving Institutions program that will empower the Hispanic American community to attain educational excellence and to contribute positively to the fulfillment of the Treasury Department's mission.

Pictured from left (top): HACU National Internship Program (HNIP) alumni and Treasury employees Norina Carpinteyro and Johnathan Diaz; Deputy Small Business Administration (SBA) Administrator Melanie Sabelhaus; HNIP intern Joel Rivera; HNIP alumnus and Treasury employee Oscar Ona; Inter-American Development Bank (IDB) Executive Director Jose Fourquet; Ruben Barrales, Deputy Assistant to the President and Director, Office on Intergovernmental Affairs, The White House; Melissa Rodriguez, National Hispanic Employment Manager for the Environmental Protection Agency (EPA), and HNIP alumnus and Treasury employee Jeanette Contreras.

Pictured from left (bottom): Deputy Assistant Treasury Secretary Rebecca Contreras; Teresa Ressel, Assistant Treasury Secretary for Management / CFO; and HACU President and CEO Antonio Flores.

The partnership will focus on promoting careers and professional attainment among students attending HACU member institutions; increasing employment opportunities in Treasury for HACU faculty, staff, and students attending HACU member institutions; and supporting the development of HACU member institutions.

As part of its continuing role to introduce Hispanic students to potential careers in the Treasury Department, the agency has been a partner since 1996 in the HACU National Internship Program, the nation's largest Hispanic college internship program.

The agency this year welcomed 25 top students from HACU member higher education institutions to paid internships at Treasury Department offices. Treasury Department internships have led to full-time employment for several former interns.



COLLEGE OF PHARMACY ESTABLISHES HISPANIC CENTER OF EXCELLENCE

The College of Pharmacy at The University of Texas at Austin received \$2 million from the U.S. Department of Health & Human Services to establish a Center of Excellence to enhance academic support and enrichment programs for Hispanic students.

The new center will enable the College of Pharmacy to design faculty development programs for current and future Hispanic junior faculty members. The three-year grant runs through August 2006.

"There is a desperate need to train more qualified Hispanic pharmacists in Texas," said Cliff Littlefield, the center's director and associate dean of pharmacy. The pharmacy workforce in Texas is 8.6

percent Hispanic as compared to the overall Texas Hispanic population of 32 percent, he said.

The Health Resources and Services Administration of the U.S. Department of Health and Human Services (DHHS) recently announced grants to support Centers of Excellence programs at 11 universities to improve the performance of health professions training programs that serve minority and ethnic groups under-represented in the health professions.

The College of Pharmacy at the University of Texas at Austin has the second highest number of Hispanic students (94) and faculty members (11) in the country.

The college has joint or cooperative degree programs with three HACU member Hispanic-Serving Institutions within the university system, including a joint degree program with the University of Texas Health Science Center in San Antonio.

Through its cooperative programs at the University of Texas-Pan American and University of Texas at El Paso, the Pharmacy Scholars Program provides early admission to the college for qualified high school graduates from predominately Hispanic regions. The first class of the Pharmacy Scholars Program graduated from the university in May 2003.

HISPANIC INTERNSHIP PROGRAM CONTINUES TO SET RECORDS

The nation's largest Hispanic college internship program again set new records this year in providing paid internships for top college students at many of the nation's leading companies and best-known federal agencies.

Students representing a record 27 states, plus the District of Columbia and Puerto Rico, participated this year in the HACU National Internship Program, or HNIP.

The fast-growing program once again topped the 600-mark for the year, with 613 students participating in the 2003 edition of a program that has provided more than 4,400 students paid internships matching their career interests since HNIP was founded in 1992.

This year's 613 interns received on-the-job training and professional development opportunities at corporate and federal agency offices in Washington, D.C., and at locations throughout the country.

"We're delighted that, even in today's uncertain job market, HNIP continues to grow and expand its reach to our diverse student communities throughout the country," said HACU President and CEO Antonio R. Flores.

"What makes HNIP such an outstanding program year after year is that HNIP also is leading to full-time employment in top fields for so many former interns," Flores said.

"We are making a real difference now, thanks to the continuing commitment to building a truly diverse workplace from our outstanding federal and corporate partners," said HNIP Executive Director William Rafael Gil.

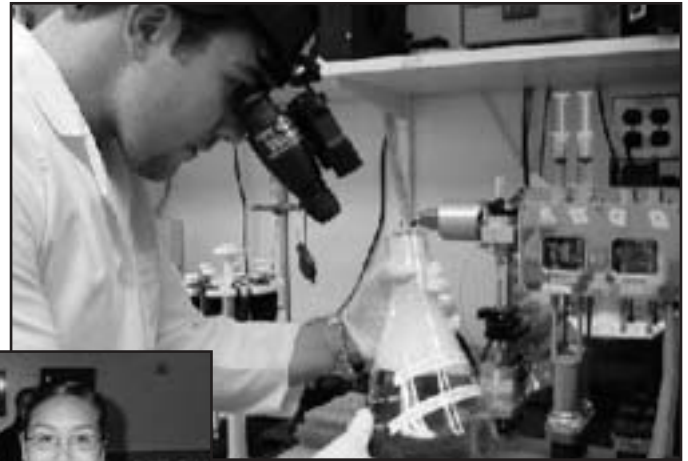
A recent, independently researched report on the program labeled HNIP an "enviable" recruitment tool based on a consistently high rate of permanent job offers that follow the temporary internships.

"It's very gratifying to see former interns on the job today, helping current interns aim for their career goals in rewarding fields," said HNIP Executive Director William Rafael Gil.

November is the deadline for students to fill out their online applications at www.hnip.net for the 2004 spring session, which begins in January. Students of every ethnicity are invited to apply for the competitive program.

HNIP matches a qualified applicant's career interests with internship openings from dozens of partner federal agencies and private corporations that provide paid 10- or 15-week internships. HNIP provides for travel and facilitates housing at internship sites throughout the country.

Former HNIP intern Adolfo Ramirez: "Through my participation in the HACU National Internship Program, I was able to explore different career opportunities and have great mentors who supported me throughout the way."



Former HNIP intern Javier Castillo: "HACU definitely opened the doors of opportunity for me by giving me the chance to conduct biomedical research at the National Institutes of Health."

Former HNIP intern Magda Morales: "The HACU National Internship Program gave me the opportunity to work at the Veterans Benefits Administration in Washington, D.C. The internship was a fun and professionally enriching experience."

This year's interns, ranging in age from 17 to 51, posted an average GPA of 3.33. HNIP this year welcomed interns from Alabama, Arizona, California, Colorado, the District of Columbia, Florida, Georgia, Illinois, Indiana, Kansas, Louisiana, Massachusetts, Maryland, Michigan and Minnesota.

HNIP also welcomed students from North Carolina, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Texas, Virginia, Vermont, Washington and Wisconsin.

"What so many interns find especially rewarding are peer networking opportunities to exchange college and career information with other students from so many different states each year," Gil said.

A record 26 federal agencies and corporations participated in this year's program. Among them were the Environmental Protection Agency, Farm Credit Administration, Central Intelligence Agency, Federal Deposit Insurance Corporation, JP Morgan Chase, Freddie Mac, the Federal Reserve Board, Library of Congress, NASA, National Science Foundation, Office of Personnel Management, Pension Benefit Guaranty Corporation, Shell Chemical Company, Target and Verizon.

Also participating in this year's program were the U.S. Departments of Agriculture, Commerce, Defense, Health and Human Services, Interior, Labor, State, Transportation and Veterans Affairs.

Of the 613 college students participating in this year's program, 97 were sophomores, 96 were juniors, 266 were seniors and 154 were graduate students. Females outnumbered males 373 to 240.

For more information about the HACU National Internship Program, visit www.hnip.net. Or contact HNIP offices in Washington, D.C., at (202) 467-0893.



FROM INTERNS TO ROLE MODELS: HNIP ALUMNI ARE MAKING A DIFFERENCE

Alumni from the nation's largest Hispanic college internship program are translating their new career skills into a new community service calling as mentors, role models and neighborhood volunteers.

The HACU Alumni Association is a spin-off of the 11-year-old HACU National Internship Program, or HNIP. Alumni are organizing food drives, public school partnerships and a lively web site presence promoting career and community service opportunities to their peers.

"We are delighted that these 'graduates' of a program designed to increase diversity in the workplace are now introducing their talents as a volunteer service organization to our diverse communities," said HACU President and CEO Antonio R. Flores.

Since 1992, HNIP has provided more than 4,400 top college students from throughout the country with paid summer, fall and spring internships matching their career interests with temporary professional positions at dozens of leading corporations and federal agencies.

Peer networking relationships led to the formation of the HACU Alumni Association to provide former interns an organized venue for mentoring new interns and for community outreach.

This summer, alumni visited apartment complexes in Washington, D.C., Virginia and Maryland where

current interns were staying while completing 15-week internships, to collect donations for the Capitol Area Food Bank.

This fall, alumni formed a partnership with the Cesar Chavez Public Charter School in the Washington, D.C., area to provide volunteers for after-school programs at a local high school with a 51 percent Hispanic student enrollment.

Alumni provide tutoring, and teach sessions in after-school classes on topics ranging from sculpture to photography to computer technology. They also act as mentors and role models, offering career development seminars and encouraging students to strive for a college degree.

For their fellow college students and recent graduates, members of the HACU Alumni Association encourage them to pursue internships and complete their college education.

Alumni host meetings with new HNIP interns, and share advice about their experiences through an online HACU Alumni Newsletter on the alumni pages at www.hnip.net. One recent newsletter described how a former intern was able to capitalize on her internship to maximize her professional skills. Another intern shared her decision and ensuing



HNIP Alumni

experiences entering graduate school to pursue an advanced degree.

"The outreach by the HACU Alumni Association to their college-age peers and to younger students in the community is a tremendous contribution at a time when Hispanics continue to suffer the lowest high school and college graduation rates of any major population group," said HNIP Executive Director William Rafael Gil.

"These alumni have embraced this challenge, and are making a real difference for our current interns and for their communities," Gil said. "I applaud their energy and their commitment to give back to their communities. This is a welcome addition to our program that is very much in line with our mission to ultimately increase Hispanic college and career success."

STEERING MORE STUDENTS TOWARD COLLEGE AND SCIENCE CAREERS

The Southern New Mexico Science, Engineering, Mathematics and Aerospace Academy (SNM SEMAA) at HACU member New Mexico State University is helping students in grades K-12 plan early for college and careers in high-demand science fields.

The academy at the university in Las Cruces, New Mexico, recently received a \$100,000 award from the Toyota U.S.A. Foundation, which will allow SNM SEMAA to expand its services to all high schools and 20 new elementary schools in Las Cruces.

SNM SEMAA is designed to provide historically under-represented students in grades K-12 with academic enrichment and career awareness programs with an emphasis on science,

mathematics, engineering and technology (SMET) fields. The program also works to help ease the transition from high school into post-secondary programs in SMET disciplines.

The program uses a combination of school-based curriculum enhancements, enrichment activities and parent outreach to provide the students with research opportunities, hands-on learning, access to advanced technology, peer support groups and mentoring relationships with SMET professionals.

The program, which began in January 2002, has served more than 1,000 students in grades 6-8. SNM SEMAA is a collaboration of NASA, the university's colleges of education and engineering, the Gadsden (New Mexico) Independent School District, Las Cruces Public Schools, parents and volunteers.

ACHIEVEMENTS & AWARDS

COMMUNITY

■ Jolene Koester, president of HACU member California State University at Northridge, was invited to join the Board of Directors of the Los Angeles Area Chamber of Commerce – the only individual from the California State University System to sit on the board. “The university has strong ties with the community, and our involvement with the chamber can only strengthen that relationship,” Koester said.



Jolene Koester

CHICANA/O STUDIES

■ Enrique Lamadrid, a Spanish professor at HACU member University of New Mexico, was named interim director of the university’s Chicana/o Studies Program. He succeeds Eduardo Hernandez Chavez, who recently retired. Before coming to the University of New Mexico, Lamadrid taught Chicano and Latin American literature and folklore at HACU member Northern New Mexico Community College and at the University of Oregon.

ROLE MODEL

■ Laura Robles, a biology professor at HACU member California State University at Dominguez Hills, received a Role Model Citation from Minority Access Inc. Robles was praised at a national Role Models Conference in Washington, D.C., for her outstanding accomplishments in assisting minority students to excel in the fields of neurosciences and cellular research.

NURSING SUPPORT

■ Marcia Raines, chair of the nursing department at HACU member California State University at San Bernardino, won the university’s Bautzer Faculty University Advancement Award for securing support for nursing programs and scholarships for nursing students at the campus.

INTERNATIONAL ADMISSIONS

■ Alberto Salinas has been appointed director of the Office of International Admissions and International Student Services at HACU member Texas A&M University at Kingsville. Salas previously served as associate director of the office, and also spent two years as an admissions and international evaluation specialist.

FACULTY HONOR

■ Jane E. Buikstra, a professor of anthropology at HACU member University of New Mexico, was selected as the university’s 48th Annual Research Director – the highest honor the University of New Mexico bestows upon members of its faculty. Buikstra, who was elected to the National Academy of Sciences in 1987, joined the University of New Mexico Department of Anthropology in 1995.

SCIENCE COUNCIL

■ Carlos G. Gutierrez, a chemistry professor at HACU member California State University at Los Angeles, was appointed a member of the California Council of Science and Technology. The council is an independent 30-member assembly of leading corporate academicians, corporate executives, scientists and scholars established to provide objective findings on California public policy issues involving science and technology.

BUSINESS DEAN

■ Norton Marks was named interim dean of the College of Business and Public Administration at HACU member California State University at San Bernardino. Marks is the author of several books, including *Japanese Business Culture*. He has taught marketing at the university since 1990.

HEALTH SCIENCES

■ Dianna Miller, a veteran nursing administrator, educator and practitioner, has been appointed Dean of Health Sciences at HACU member Laredo Community College in Texas. Miller first joined Laredo Community College as a nursing instructor in 1990.

LEADERSHIP

■ Ana M. “Cha” Guzman, president of HACU member Palo Alto College in San Antonio, Texas, participated in the recent Hispanic Association for Corporate Responsibility (HACR) Board Leadership Program at Harvard University’s School of Business. “Harvard provided me an opportunity to dialogue with top business leadership scholars in this country about strategies for success as a college president,” Guzman said.



Ana M. “Cha” Guzman

Become
a friend
of
HACU

Contribute \$50 or more and with your support help HACU champion Hispanic success in Higher Education.

For more
information call
(210) 692-3805



DoD AWARDS GRANTS TO 17 HSIs

HACU welcomed the award of \$4.67 million in new U.S. Department of Defense science grants to 17 HACU member Hispanic-Serving Institutions (HSIs) in California, Florida, Kansas, New Jersey, New Mexico, New York, Texas and Puerto Rico.

"Our nation's youngest and largest ethnic population is disproportionately under-represented in scientific teaching and research fields essential to sustaining our nation's economic strength and security," HACU President and CEO Antonio R. Flores said.

"These grants, which target those higher education institutions that serve the largest concentrations of Hispanic students, will go far to addressing that challenge by equipping our students with new opportunities to excel in critical science and research fields," Flores said.

The one-year instrumentation and research grants ranging from \$108,000 to \$400,000 will be awarded by the Office of Defense Research and Engineering of the Defense Department's Army Research Office. The grants will be used to expand scientific laboratories, acquire state-of-the-art scientific equipment, and enhance campus science courses, outreach and research.

The grants are being funded through the federal Fiscal Year (FY) 2003 U.S. Department of Defense Instrumentation Program for HSIs. HSIs are defined as having a full-time student enrollment that is at least 25 percent Hispanic.



Florida International University is among the HACU member institutions receiving new science grants from the Department of Defense

The grants are being awarded to:

- Barry University in Florida
- California State University at Northridge
- California State University at Bakersfield
- California State University at Los Angeles
- Donnelly College in Kansas
- Florida International University
- Mercy College in New York
- New Jersey City University
- Our Lady of the Lake University in Texas
- Rio Hondo College in California
- St. Mary's University in Texas
- Texas A&M University at Kingsville
- City College, City University of New York
- University of Texas at San Antonio
- University of New Mexico
- University of Puerto Rico at Humacao
- University of Puerto Rico at Mayaguez.

WOMEN FACULTY PROJECT PRODUCES STRONG RESULTS

A five-year, \$3.7 million award from the National Science Foundation ADVANCE Institutional Transformation Program was received in 2001. The ongoing project is aimed at reversing a pattern in which women scientists and engineers can be isolated or marginalized.

In a recent speech to the Network of Women Scientists and Engineers (created by the ADVANCE project), University of Michigan Provost Paul N. Courant reported about the results of the first year of the program.

Courant also announced the creation of a Committee on Gender in Science and Engineering that will issue recommendations this year about institutional policies that may hinder the success of women scientists and engineers.

Already, efforts by ADVANCE and University of Michigan deans and faculty have contributed to the successful recruitment of at least 43 new women science and engineering faculty on the instructional or tenure track. They comprise 30 assistant professors, 10 associate professors and three full professors.



California State University, Long Beach

California State University, Long Beach is a vibrant, comprehensive urban university with an enrollment of approximately 25,000 students in one of the largest campuses in California. The University is extremely proud of its long history of being outstanding faculty and staff and a leader in research and has the most talented, energetic and dedicated professionals available.

DEAN UNIVERSITY COLLEGE & EXTENSION SERVICES

University College and Extension Services (UCES - <http://www.uces.csulb.edu>) is the self-support community-outreach branch of California State University, Long Beach. Its purpose, aligned with the CSU's Cornerstone Report, is to "provide increased access to graduate education and continuing education in programs central to the mission of the university, to lifelong opportunities for our students and to the continued health of California's community and economy." UCES programs do not receive state funding and are supported entirely by student fees.

DUTIES

The Dean is the chief administrative and academic officer of UCES and reports to the Provost and Senior Vice President for Academic Affairs. As a member of the senior management team in Academic Affairs, he/she works collaboratively with the deans of the seven academic colleges and the Library in the development and innovative delivery of academic programs. The Dean is expected to exercise vision, ethical leadership, and advocacy in furthering the mission of UCES, including the development of appropriate partnerships and of both credit-bearing and non-credit academic programs. He/she is responsible for management of the fiscal and personnel resources of UCES, including supervision of professional and clerical staff, and for overseeing compliance of UCES-sponsored and administered programs with State and CSU System policies related to extended education. In addition, the Dean plays a leadership role in the development of policies concerning fees, salaries, support costs, and budget allocations in connection with UCES programs.

- RECRUITMENT
- SALARY Commensurate with experience
- NUMBER: 01
- APPOINTMENT
- REVIEW OF APPLICATIONS
- DATE: On or
- about July 1, 2004
- BUDGET: December 10, 2003
- (position remains open until filled)

Please contact the office below or see the following web site for a complete position announcement, including minimum and preferred qualifications:

http://www.csulb.edu/divisions/sca/cadaff/s/Academio_Personnel/

Submit a letter of interest addressing qualifications listed, curriculum vitae, three recent letters of reference, and a list of additional references including addresses, phone numbers, and e-mail addresses. Nominations and requests for additional information are invited.

Submit applications and nominations to:

Academic Personnel Manager
Office of Academic Affairs - BH 303
California State University, Long Beach
1250 Bellflower Blvd
Long Beach, CA 90840-0118
562-985-5157
efoelber@csulb.edu

In fulfillment of the requirements of the California Fair Employment and Housing Act, the University of California, Long Beach, is an affirmative action institution. It is an equal opportunity institution. It is a minority-owned business enterprise. It is a woman-owned business enterprise. It is a disabled-owned business enterprise. It is a veteran-owned business enterprise. It is a small business enterprise. It is a socially responsible business enterprise. It is a green business enterprise. It is a sustainable business enterprise. It is a socially responsible business enterprise. It is a green business enterprise. It is a sustainable business enterprise.

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ANNOUNCEMENT FOR FACULTY RECRUITMENT



THE UNIVERSITY OF TEXAS AT AUSTIN

The Lyndon B. Johnson School of Public Affairs (LBJ School) announces recruitment for a tenure-track position at the rank of Assistant Professor specializing in nonprofit studies, community engagement, volunteerism or social entrepreneurship.

A successful candidate will be able to teach courses at the graduate level in fields of financial management, or administration and management in the nonprofit and public sectors. Disciplinary affiliation is open to candidates from any appropriate discipline including but not limited to public policy, business, law, economics, political science, social work, public health, sociology, geography, communications, education, or psychology. Appropriate sub-fields include but are not limited to: budgeting; financial management; human resources administration; management of independent sector organizations or philanthropic organizations. The successful candidate must hold a Ph.D. or equivalent terminal degree and a research agenda for productive scholarship.

The LBJ School, consisting of 25 full-time faculty and approximately 280 graduate students, offers both a two-year, multi-disciplinary curriculum leading to the degree of Master of Public Affairs and a doctoral program in public policy. LBJ School faculty members come from a wide variety of academic disciplines.

The person appointed will join a community of over 30 faculty members throughout The University of Texas at Austin engaged in teaching and research in the fields of philanthropy, nonprofit studies, volunteerism, and social entrepreneurship, organized through a university-wide Portfolio Program in Nonprofit Studies and supported by the RGK Center for Philanthropy and Community Service at the LBJ School of Public Affairs. The LBJ School has recently added a "concentration" in Nonprofit Management option to its regular Masters program. This position is the first to be recruited to enhance the research and teaching of the RGK Center within the LBJ School.

Applicants should submit a letter of interest, a curriculum vita and three letters of reference by November 17, 2003 to the Faculty Recruitment Committee, LBJ School of Public Affairs, University of Texas at Austin, P.O. Box Y, Austin, TX 78713-8925

For further information, interested parties may contact the Office of the Dean at the above address or telephone 512.471.3200. The LBJ School is an affirmative action and equal opportunity employer.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
National Institutes of Health



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

Analytical Chemistry	Immunology
Biochemistry	Inorganic Chemistry
Bioinformatics	Medical Chemistry
Bioinorganic Chemistry	Microbiology
Biology	Molecular Biology
Biomedical Science	Molecular Genetics
Biophysics	Molecular Immunology
Biostatistics	Molecular Radiobiology
Cancer Biology	Molecular Virology
Cellular Biology	Mouse Genetics
Cellular Immunology	Nuclear Radiochemistry
Chemistry	Nutrition
Developmental Biology	Organic Chemistry
Drosophila Genetics	Pathology
Epidemiology	Pharmacology
Functional Genomics	Structural Biology
Genetics	Synthetic Organic Chem
HIV Research	Virology

Postdoctoral Fellowships (Ph.D./M.D.): The postdoctoral Fellowship experience at the National Cancer Institute can serve as a first postdoctoral training assignment, or offer more specific need postdoctoral activities an opportunity to further their training in more advanced methods, to acquire new research capabilities, to make changes in the direction of their research, or to receive training in fundamental science and clinical disciplines for the purpose of enhancing the transfer of biotechnology to cancer clinical programs. Program duration is 2 to 5 years. Candidates must have less than 5 years postdoctoral experience. Stipend range \$37,000 to \$47,000 commensurate with experience. Health insurance provided and optional family health insurance coverage available. U.S. citizenship, permanent residency (green card), or current authorization (F-1 or J-1 visa) for training in the United States required.

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.

Internships-Science (Full-Time & Summer): The Cancer Training Award (CTA) science internship provides practical training for some individuals to become more effective and proficient in a technical staff support career; for some to become familiar with the latest state-of-the-art procedures and equipment for entry into the job market; and for others it may be a training include prior to entering into a formal graduate or more advanced degree program. Open to undergraduate students, bachelor degree holders, graduate students, graduate degree holders, and doctorate degree candidates. Candidates must be in good academic standing (undergraduate degree grade point average 3.0 and above highly desired). Stipend range is commensurate with level of education and experience. U.S. citizenship or permanent residency (green card) required.

Visit our Training & Employment website <http://generalemployment.nci.nih.gov> where you can post your resume, communicate with our laboratory principal investigators, and view/apply for positions on the Cancer site link. For more information or assistance, contact Keith Adibi, adibi.k@mail.nih.gov



DHHS, NIH and NCI are Equal Opportunity Employers





California State University, Long Beach

California State University, Long Beach a vibrant comprehensive urban university with an enrollment of approximately 25,000 students is one of the largest campuses in California. The University is extremely proud of its long history of being outstanding faculty and staff and seeks to recruit and hire the most talented, inspiring and dedicated professionals available.

DEAN COLLEGE OF NATURAL SCIENCES & MATHEMATICS

The College of Natural Sciences and Mathematics (CNM - <http://www.csnl.edu>) includes the Departments of Biological Sciences, Chemistry and Biochemistry, Geological Sciences, Mathematics and Statistics, Physics and Astronomy, and Science Education. The College distinguishes itself through its emphasis on research and education and through its activities in the Long Beach K-12 Education Partnership. We are committed to undergraduate and graduate research in a student-oriented environment typical of a smaller liberal arts and science institution while employing the resources of a large urban university. The quality of our programs has been recognized by awards given from the Howard Hughes Medical Institute, the Arnold and Mabel Beckman Foundation, the Coriell and Henry Dreyfus Foundation, the W.M. Keck Foundation, Research Corporation, Sea Grant, and by numerous awards from the National Institutes of Health and the National Science Foundation. The College has 120 full-time faculty, 20 support staff, and 1,300 student majors. A new 20,000 sq. ft. science building will be completed during the academic year.

DUTIES

The Dean is the chief academic officer of the College and reports to the Provost and Senior Vice President for Academic Affairs. The Dean is expected to exercise vision, ethical leadership and advocacy in academic affairs, research and scholarly activities and curricular matters in the College, placing emphasis on the continuing development of the finest educational program possible. He/she is required to lead the department chairs and faculty in efforts (such as public-private sector partnerships) to develop and enhance funding for the support of the College's academic program and research activities. The Dean is responsible for management of the local and personal resources of the College, recruitment, evaluation and retention of a well-qualified faculty and staff and development of effective student recruitment and retention programs in the College.

- RECRUITMENT: Minimum 10 years
- APPOINTMENT DATE: On or about July 1, 2004
- SALARY: Commensurate with experience
- REVIEW OF APPLICATIONS: Begins December 10, 2003 (position remains open until filled)

Please contact the office below or see the following web site for a complete position announcement, including minimum and preferred qualifications:

http://www.csnl.edu/divisions/acadaff/academic_personnel/

Submit a letter of interest addressing qualifications listed, curriculum vitae, three recent letters of reference, and a list of additional references including addresses, phone numbers, and e-mail addresses. Nominations and requests for additional information are invited.

Submit applications and nominations to:
Academic Personnel Manager
Office of Academic Affairs - BH303
California State University, Long Beach
1250 Bellflower Blvd
Long Beach, CA 90840-0118
562-985-5157
academic@csulb.edu

In addition to the information on this page, a complete list of positions is available on the website of the Office of Academic Personnel. For more information, visit the website at http://www.csnl.edu/divisions/acadaff/academic_personnel/ or contact the office at 562-985-5157. The University of California, Long Beach is an affirmative action, equal opportunity institution. Minorities and women are encouraged to apply. The University of California, Long Beach is an affirmative action, equal opportunity institution. Minorities and women are encouraged to apply.

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ADMINISTRATIVE POSITION DEAN Center for Training and Development



Application Deadline: Friday, November 14, 2003 at 5:00 PM

E-mail Address: humanresources@collegeofthedesert.edu. Website: collegeofthedesert.edu. (Vacancy notice and application form.) Tel.# (760)773-2529. TDD# (Hearing Impaired) (760) 776-0120. Written inquiries should be sent to the Office of Human Resources, College of the Desert, 43500 Monterey Ave., Palm Desert, CA 92260.

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www.housing.uiuc.edu/employment/reslife

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