INTERNATIONAL WORKSHOPS AT 18TH ANNUAL CONFERENCE
HACU is expanding the international workshop topics for HACU’s 18th Annual Conference in Miami October 16-19, 2004. March 26 is the deadline for submitting individual or collaborative workshop proposals on all workshop topics. International workshop topics will include: How to Fund International Partnerships, Successful International Partnerships, Technology Partnerships in International Education, International Internships and Study-Abroad Experiences. For more information, visit www.hacu.net.

TECHNOLOGY CENTER
The U.S. Department of Commerce awarded HACU member San Bernardino Community College District in California a $1.65 million grant to build an Applied Technology Training Center. The 25,000 square foot center will cost approximately $4.5 million to build, with additional funding of $600,000 from the U.S. Department of Housing and Urban Development and $2.3 million from college district bond monies.

DISTANCE LEARNING
HACU member California State University at Dominguez Hills (CSUDH) will connect the continental "digital divide" with an agreement to promote distance learning in Moscow. CSUDH this year joined the Moscow State Academy of Instrumental Engineering and Computer Science University in the first partnership between an American and a Russian university.

ENGINEERING
A five-year, $17 million National Science Foundation (NSF) engineering research center grant was awarded to HACU member University of Puerto Rico at Mayaguez in collaboration with HACU associate member Colorado State University, the University of Massachusetts at Amherst and the University of Oklahoma for a new engineering research center. The center, named CASA for Collaborative Adaptive Sensing of the Atmosphere, will engineer new approaches to track atmospheric phenomena.

HEALTH CARE GRANT
HACU member Miami Dade College was awarded $300,000 from the Hospital Corporation of America to support scholarships for nursing students and students pursuing degrees or certificates in health care fields. Miami Dade College leads the nation in graduating nurses to serve in health professions.

COMMUNITY TRAINING
HACU member Heritage College in Washington, in partnership with the University of Washington, will build a Community Business and Training Center at Heritage College with a grant from the U.S. Department of Housing and Urban Development Hispanic-Serving Institutions Assisting Communities (HSIAC) program. The center will provide Hispanic small business seminars, public service activities and community training.

SCIENCE POLICY
HACU associate member Arizona State University is the new headquarters for the Consortium for Science, Policy and Outcomes. The consortium will cultivate collaborative relations among interested ASU faculty in natural and social sciences, and build a consortium of universities, foundations and other organizations involved in science policy.

FORENSIC COMPUTING
A new master’s degree program in forensic computing has been approved for HACU member John Jay College of Criminal Justice of the City University of New York. The program will train students for such positions as information security specialist, cyber crime first responder and forensic computer examiner. It is the first postgraduate degree program of its kind in the country.

INTERNATIONAL STUDIES
The Latin American and Caribbean Center and Center for Transnational and Comparative Studies at HACU member Florida International University received Title VI National Resource Center grants of $338,110 and $211,447, respectively, to promote international studies. The mission of the Latin American and Caribbean Center is to foster research, education and outreach on Latin America and Caribbean issues.

AVIATION TECHNOLOGY
The Federal Aviation Administration certified a new transport-category Airframe and Powerplant program at HACU member Pima Community College in Arizona. The new program is the first FAA program certified in Arizona for transport-category mechanics training, and one of just a few such programs in the nation. Pima Community College has a decades-long history of aviation technology training. The college opened a $4.1 million training center at Tucson International Airport in 2001.

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Students at the Wolfson Campus of HACU member Miami Dade College.

MARK YOUR CALENDAR!
HACU’s Summit for Diversity March 31 Washington, D.C.
HACU’s 18th Annual Conference October 16-19 Miami, Florida

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HACU’s 18th Annual Conference October 16-19 Miami, Florida

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A crisis looms for Hispanic higher education that also threatens to erode vital investments in our country’s economic strength and security.

As a nation, we are being asked to accept policies of diminished expectations for our students by decreasing federal levels of investment in their college education. If we lessen their opportunities to excel as citizens, innovators and leaders, we will also risk forfeiting our future as a nation. We must not reneg on the American promise of educational opportunity for all.

The White House has proposed a new budget for our country that threatens to dismantle the dream of a higher education for hundreds of thousands of our students by embarking upon a course to make college less attainable for the very neediest of our communities.

Our nation’s greatness has been measured largely by our investments in higher education to fuel our innovations, economic strength, social progress and leadership in a world increasingly driven by advanced technologies now demanding the highest levels of knowledge and skills.

As a nation that has always made education a priority, we cannot be expected to rally behind this federal budget request for no substantial new investments in higher education funding. Instead, we must call upon Congress to exceed the Administration’s spending proposals, particularly with respect to HSIs.

HACU is proposing a comprehensive series of substantial new investments in Hispanic higher education that will lead to more equitable funding and greater opportunities for our students to excel. We should equip our students with the advanced knowledge and skills they must have to bring about a new era of equity, prosperity and security for our country.

Join us in asking Congress to call for bold new investments in higher education for our students, our future.
Education and other domestic programs that will be struggling with minimal or no increases in federal appropriations for this federal fiscal year now face the very real prospect of significant budget cutbacks for federal Fiscal Year (FY) 2005.

President Bush’s new FY 2005 budget proposals call for a 10 percent increase in Homeland Security spending, a minimum 7 percent increase in military spending, and budget cutbacks or increases of less than one percent for almost every other domestic program.

President Bush has recommended an increase in Title V funding for Hispanic-Serving Institutions (HSIs) from $94 million in FY 2004 to $95.9 million for FY 2005.

In reality, this amounts to no increase at all since the number of higher education institutions competing for Title V funds is increasing every few months as Hispanic student enrollment growth reaches the 25 percent level that defines HSIs. With Hispanics making up the fastest-growing college-age population, the number of HSIs is expected to double within the next decade.

Hispanic higher education won only minimal FY 2004 funding increases in the final budget signed in late January by President Bush against the backdrop of a mounting deficit and escalating defense costs.

Appropriations for Title V, which remains the chief vehicle for targeting federal funds to Hispanic-Serving Institutions (HSIs), increased by less than 1 percent from $93 million in FY 2003 to $94 million in FY 2004.

Federal funding earmarked for HSIs under the U.S. Department of Agriculture (USDA) budget increased from $4.2 million in FY 2003 to $4.6 million for FY 2004.


U.S. Department of Housing and Urban Development (HUD) appropriations for HSIs increased from $6.5 million in FY 2003 to $7 million in FY 2004.

Every final budget figure reflected the mandatory requirement for a .59 percent across-the-board cut in congressionally approved appropriations for all non-defense programs for FY 2004.

HACU is grateful for the work of its allies in Congress to secure a funding increase under Title V and within the budgets for the USDA and HUD for HSIs.

HACU will renew its efforts this year to win support for substantially higher levels of funding in FY 2005.

The struggling domestic economy, the commitment of a substantial portion of the federal budget to Homeland Security programs and America’s continuing presence in Iraq are expected to dissuade Congress from devoting any considerable new funding to most domestic programs, including Hispanic higher education.

However, the politics of this presidential election year also will have an important impact on appropriations priorities.

As the leading voice for what also is this country’s fastest-growing voting age population, the Hispanic higher education community must join HACU in declaring to Congress and the White House that minimal increases or reductions in higher education spending for Hispanics for FY 2005 cannot be tolerated.

The country’s youngest and largest ethnic population also makes up one of every three new workers joining the U.S. labor force today. Our HSIs, which serve the largest concentrations of Hispanic higher education students, also remain the most under-funded among all categories of degree-granting institutions. Indeed, the number of HSIs competing for these same limited funds is expected to double within the next few years.

This widening funding gap leaves our HSIs ill equipped to meet the advanced education needs of a community that also continues to suffer the lowest high school and college graduation rates of any major population group.


Together, we will present HACU’s Legislative Agenda, which calls for substantial across-the-board increases for Hispanic higher education for the FY 2005 budget and also for the pending five-year reauthorization of the Higher Education Act. HACU’s Legislative Agenda is posted at www.hacu.net, as are online registration forms and schedules for the Capitol Forum. Our presence on Capitol Hill to promote Hispanic higher education success can make the difference in this critical election year.
COMMUNITY COLLEGES: AT THE FOREFRONT

The nation’s community colleges, where 55 percent of all Hispanic higher education students are enrolled, are calling for new federal support for their students in the face of local and state budget constraints.

HACU is calling for substantial increases in Title V funding for two-year and four-year Hispanic-Serving Institutions, as well as increased funding for teacher education, student support services, financial aid, technology and infrastructure support and other investments of critical importance to under-funded community colleges.

The American Association of Community Colleges released a statement calling President Bush’s FY 2005 budget for higher education particularly inadequate to meet community college needs.

“The fee increase to $26 may discourage low income and under-represented students from enrolling in the community colleges, but would also be an economic hardship for all students who look to our system for a cost-effective and quality education,” Drummond said in a recent statement in response to the new budget proposals.

“Furthermore, displaced workers who come to the colleges for retraining and upgrading of their skills during this period of economic recovery for the state will be deeply affected by the proposed fee increases, especially if they hold B.A. and other advanced degrees,” Drummond said.

Proposed federal budget freezes and state budget cutbacks are coming at a time when Hispanic enrollment growth is climbing.

In Texas, enrollment at community colleges has grown by more than 114,500 students over the past five years, and 38 percent of that growth is Hispanic, according to a recent report from the Texas Association of Community Colleges (TACC).

“It stands to reason that as the population becomes more Hispanic, so will our student body. Our challenge is to meet the growing demand,” said David Daniel, president of the TACC and president of HACU member Midland College in Texas.

More than 35 percent of Texans under the age of 18 are Hispanic.

Minority students are choosing community colleges for the same reasons their peers do, according to the TACC. Low tuition and convenient class times and locations make it possible for many of these students to go to college.

The proximity of family is also important to many freshmen and sophomores.

“We conducted a survey a couple of years ago that revealed that cost was the number one consideration when students were making decisions regarding college,” said Leo Zuniga, director of government and public relations for the HACU member Alamo Community College District in San Antonio.

Texas community colleges educate 46 percent of all students enrolled in higher education in the state, according to the TACC.

HOSTOS COMMUNITY COLLEGE HOSTS FERIA EDUCATIVA

HACU member Eugenio María de Hostos Community College of the City University of New York in March hosted a two-day Feria Educativa, the third of seven nationwide outreach events for Hispanic families from Partners for Hispanic Education.

Partners in Hispanic Education is a new alliance of the White House Initiative on Educational Excellence for Hispanic Americans, the U.S. Department of Education, HACU and other leading national Hispanic organizations.

The Feria Educativa, organized by the U.S. Hispanic Chamber of Commerce (USHCC) Foundation and the National Council for Community and Educational Partnerships, offered panel discussions and presentations on efforts to close the academic achievement gap and improve college access for Hispanics.

“The path students take after high school will determine their success in their professions and in life. That's why as business and community leaders we have the responsibility to support Latino youths on their road to college and post-secondary preparation,” said Frank Lopez, president of the USHCC Foundation.

“This Feria Educativa brings together students, parents, educators, administrators, and community and business leaders as important stakeholders in ensuring that Hispanic American children achieve their fullest potential through academic excellence,” said Adam Chavarria, executive director of the White House Initiative on Educational Excellence for Hispanic Americans.

Future events will take place in Arizona, New Mexico, Texas and Michigan.
COMMUNITY COLLEGES FORM HOMELAND SECURITY TASK FORCE

Residents of leading HACU member community colleges are among members of a new task force appointed by the American Association of Community Colleges (AACC) to develop training and new programs related to homeland security.

The 21-member AACC Ad Hoc Task Force on Homeland Security comprises 18 community college presidents and three senior specialists at institutions with advanced programs and demonstrated expertise in defense and security.

Members were also chosen based on well-established relationships they have built with four-year colleges and universities, as well as with state and local security providers.

Community colleges represent the largest, fastest growing sector of higher education, currently educating the majority of the nation’s “first-responders.”

More than half of new nurses and nearly 85 percent of law enforcement officers, firefighters and emergency medical technicians are credentialed by community colleges. Community colleges are rapidly establishing or expanding programs to prepare professionals in related fields such as environmental safety, cyber security, power grid management and emergency response management.

AACC Board Chair, Jesus (“Jess”) Carreon, chancellor of the HACU associate member Dallas County Community College District in Texas, will serve as an ex officio member of the Task Force.

Other members of the task force from HACU member and associate member institutions are: Margaret Forde, president of Northeast College of the Houston Community College System in Texas; Herlinda Glasscock, president of North Lake College of the Dallas County Community College District; Antonio Perez, president of Borough of Manhattan Community College of the City University of New York; Gwendolyn Stephenson, president of Hillsborough Community College in Florida; and, Arthur Tyler, vice president for administrative services and budgets for Los Angeles City College in California.

HSIs AND THE WORKFORCE

The Inter American Campus of HACU member Miami Dade College will host the next workforce development conference stemming from a unique partnership between HACU and the U.S. Department of Labor Employment and Training Administration (DOL/ETA.)

The conference, “Immigrants and the Changing Workforce,” will take place at the community college in Florida May 24-25.

Since 1999, the HACU*DOL/ETA partnership has sponsored a series of conferences enlisting HACU member two-year and four-year Hispanic-Serving Institutions (HSIs) as frontline leaders in Hispanic higher education and community workforce training initiatives.

Many HSIs have become lead partners in Workforce Investment Act initiatives as sites for one-stop career centers, through employment training consortiums or through youth outreach partnerships.

For more information, contact HACU DOL/ETA Program Manager Tony Leiva at (210) 692-3805. Ext. 3222 (tleiva@hacu.net). Or visit www.hacu.net.

FROM HIGH SCHOOL DROPOUT TOWARD A COLLEGE DIPLOMA

ACU associate member Portland Community College is introducing its successful Gateway to College program, which places high school dropouts back on the college track, to HACU member community colleges in California and Maryland.

HACU member Riverside Community College in Riverside, California, and HACU associate member Montgomery College in Rockville, Maryland, will each receive planning and start-up grants.

The Gateway to College program serves at-risk youth ages 16 to 20 who have dropped out of school. Students complete their high school diploma while simultaneously earning college credits toward an associate degree or certificate.

Portland Community College was awarded a $4.8 million grant in March 2003 by the Bill & Melinda Gates Foundation to replicate its program at eight other sites. During the next two years, six additional colleges will be chosen for replication grants.

Portland Community College is one of 10 intermediary programs through the Early College High School Initiative sponsored by the Bill & Melinda Gates Foundation, in partnership with the Carnegie Corporation of New York, the Ford Foundation and the W.K. Kellogg Foundation.

Gateway to College is the only early college program targeted to high school dropouts. The program is now in its fourth year at Portland Community College.
HACU SUMMIT FOR DIVERSITY

New opportunities to achieve diversity on our campuses and in our communities are evolving in the wake of the historic, if divided, U.S. Supreme Court rulings in 2003 on affirmative action in admissions policies at the University of Michigan.

The inaugural HACU Summit for Diversity will take place March 31, 2004, on the campus of George Washington University in Washington, D.C. – one day after the end of HACU’s 2004 National Capitol Forum on Hispanic Higher Education. Please visit www.hacu.net for online and on-site registration information.

Among the keynote speakers is University of Texas System Chancellor Mark Yudof, who was a defendant as former Law School Dean of the University of Texas in the historic Hopwood court case, and who now presides over the 15-campus UT System.

Other keynote speakers include George Washington University President Stephen Joel Trachtenberg and former National Education Association President Mary Hatwood Futrell, who now is dean of the Graduate School of Education and Human Development at George Washington University.

They will join presidents of HACU member colleges and universities, Mexican American Defense and Educational Fund (MALDEF) Regional Counsel Marissa Demeo and Roderick D. Gillum, General Motors vice president for corporate responsibility and diversity, to discuss the latest trends for diversity in higher education.

HACU 2004 LEGISLATIVE AGENDA FOR FY 2005

Title V (Higher Education Act):

- HACU requests a Title V appropriation for undergraduate support for HSIs of $175 million for FY 2005.
- HACU requests legislation language and a first-time $20 million for graduate education support for HSIs under Title V for FY 2005.

Federal Agency Funding Requests:

- HACU requests a U.S. Department of Agriculture (USDA) appropriation for HSIs under Title VIII of the Farm Bill of $20 million for FY 2005.
- HACU requests a U.S. Department of Housing and Urban Development (HUD) appropriation of $12 million for the HUD Hispanic-Serving Institutions Assisting Communities (HSIAC) program; and an additional $5 million to reinstate the HUD work-study program to aid two-year HSIs, for FY 2005.
- HACU requests a U.S. Department of Defense appropriation for HSIs of $20 million for FY 2005; $15 million for research development, testing and evaluation infrastructure support for HSIs; and, $5 million for faculty development programs for HSIs.
- HACU requests a U.S. Department of Health and Human Services line-item appropriation of $20 million for HSIs within the National Institutes of Health (NIH) for faculty development, research and capacity building for FY 2005.
- HACU requests a National Science Foundation appropriation of $20 million for HSIs for research, curriculum and infrastructure development, and for other purposes for FY 2005.
- HACU requests a NASA appropriation of $10 million to support a HACU/HSI consortium to elevate the regional pre-collegiate Proyecto Access model initiative for science, technology, mathematics and engineering to a nationwide program for FY 2005.
HACU Public Policy Priorities for HEA Reauthorization

**Title II:**
Teacher Education/Teacher Quality

- HACU recommends creation of a new section under Title II that will authorize $50 million “and such sums as Congress deems necessary” for eligible HSIs to create new and expand current teacher education programs of high quality standards in areas where Hispanic students show greater under-achievement (e.g., math, science, technology, etc).

- HACU recommends that this new section allow funding of consortia and partnerships between HSIs and Associate HSIs (institutions with 10% Hispanic enrollment or at least 1,000 Hispanic students, to be defined as proposed by HACU under Title V) for the preparation of Hispanic teachers to meet national, state and local needs.

**Title IV:**
Financial Aid/Student Support/Immigration

- HACU recommends doubling the amount of the authorized maximum Pell Grant within the multi-year HEA cycle, and assuring adequate funding levels for needy students by making the Pell Grant an entitlement at a level comparable to the 80/20 ratio originally in place when first initiated.

- HACU recommends the creation of an adequately funded state challenge-grant program with new federal aid dollars as a complement to the Pell Grant Program.

- HACU recommends other financial support mechanisms for Hispanic achievement in higher education. These mechanisms include discontinuing all federal student loan-origination fees, fixing the maximum interest rate at or below the current level or prime rate (whichever is lower), and forgiving accumulated federal loan debt of graduates who choose to work for HSIs.

- HACU recommends that the authorization level for TRIO be increased to $1.7 billion for fiscal year 2005 “and such sums as Congress deems necessary” for each of the four succeeding fiscal years. HACU also recommends that HSIs and other minority-serving institutions be granted the same number of points as those received by other institutions for “prior experience” in TRIO grant competitions.

- HACU recommends that this section also authorize collaboration between PK-12 schools and HSIs, Associate HSIs and any other eligible applicants for grants funded by relevant parts or sections of Title II to better prepare teachers for those communities and sections of the country where Hispanics and other minority populations are concentrated in larger numbers.

- HACU recommends that the authorization level for GEAR UP programs increase to $425 million and any additional funds “which Congress may deem appropriate and necessary” for each of the five years of the next HEA cycle.

- HACU recommends College Assistance Migrant Program (CAMP) funding of $75 million “and such sums as Congress deems necessary” as an annual funding base for the reauthorized HEA cycle.

- HACU recommends providing long-term immigrant students, who have successfully completed a secondary school program of study or its equivalent and who have physically resided in the United States for a continuous period of not less than five years, with eligibility status for federal college financial aid programs.
Title V:
Institutional Development/Graduate Education/Technology

- HACU recommends that the authorization level for HSIs under Title V specifically directed at infrastructure enhancement for undergraduate programs at 2- and 4-year institutions be increased to $465 million per year “and such sums as Congress deems necessary” for the authorized cycle of years following reauthorization of the HEA.

- HACU recommends the elimination of the two-year wait out period for HSIs between grant completion and new application cycles.

- HACU recommends that the 50-percent low-income assurance requirement be eliminated from the funding criteria of Title V.

- HACU recommends the creation of a new section under Title V of the HEA to be identified as Part B, Graduate Education, to be authorized at $125 million “and such sums as Congress deems necessary” for each year of the HEA cycle.

- HACU recommends that $50 million be authorized for each year of the HEA cycle “and such sums as Congress may deem necessary” for the creation of a new section under Title V, Part D, of the HEA to be known as the Technology Enhancement Program for HSIs.

- HACU recommends creation of a new category of “Associate HSIs” for institutions that do not meet the eligibility criteria for HSI designation, but whose total FTE Hispanic undergraduate enrollment or graduate enrollment exceeds 10 percent or at least 1,000 such students. These institutions shall not be directly eligible for Title V funding, but may act as parts of consortia with one or more eligible HSIs to foster Hispanic higher education success. Associate HSIs may be sub-grantees of HSIs either for consortia or partnership purposes.

Title VI:
International Education

- HACU recommends the creation of a new section under Title VI to be authorized for $30 million per year “and such sums as Congress may deem necessary” for the establishment of an Institute for Pan-Hispanic International Studies under the auspices of a consortium of eligible HSIs.

- HACU recommends establishing a new section under Title VII to be authorized for $20 million per year for the HEA cycle, “and such sums as Congress deems necessary” to support the “Hispanic International Scholars and Fellows” program.

Title VII: Graduate and Professional Programs

- HACU recommends that Congress authorize $15 million per year of the HEA cycle, “and such sums as Congress deems necessary” to support an “HSI Fellowship Program” to increase the enrollment and success of Hispanic and other-represented students in HSI graduate and professional programs under Title VII, Part A, Subpart 5 of the HEA.

- HACU recommends that Congress authorize $20 million per year of the HEA cycle, “and such sums as Congress deems necessary” to support an HSI/FIPSE program within Part B of the “Fund for the Improvement of Postsecondary Education” of the HEA, to encourage HSIs to develop innovative recruitment and support programs to increase the numbers of Hispanic students enrolled in graduate and professional programs at HSIs.
**ACHIEVEMENTS & AWARDS**

**CONGRESSMAN LEWIS HONORED**

HACU joined HACU member San Bernardino Community College District and a distinguished roster of California and national political leaders in January to honor U.S. Representative Jerry Lewis of California for 25 years in Congress. An award “For 25 Years of Exemplary Service in Congress Advancing Hispanic Higher Education Success” was presented by HACU to Lewis, who has been instrumental in bringing new funding and program support to Hispanic-Serving Institutions and diverse communities in California and throughout the country.

**OUTSTANDING ALUMNUS**

Sarita Brown, a Pew Hispanic Senior Fellow and graduate of HACU associate member University of Texas at Austin, was named the university’s 2003-2004 College of Communications Outstanding Alumnus. She also was named the Graduate School’s Master of Arts Distinguished Alumnus for 2004. From 1997-2000, Brown served as executive director of the White House Initiative on Educational Excellence for Hispanic Americans. She also is the former founding president of the Hispanic Scholarship Fund Institute.

**HACR CHAIR**

Alfonso E. Martinez was appointed president and CEO of the Hispanic Association on Corporate Responsibility (HACR). HACU President and CEO Antonio Flores is chair of HACR. Prior to joining the association, Mr. Martinez worked for Capital One Financial Services as executive director of Global Corporate Citizenship, Strategy and Policy. Martinez previously served as vice president of Hispanic markets for GMAC Residential, vice president of diversity and Hispanic business development at Aetna Inc, and vice president of diversity for Marriott International.

**MENTOR AWARD**

Carlos G. Gutierrez, a chemistry professor at HACU member California State University at Los Angeles, was awarded the prestigious Lifetime Mentor Award from the American Association for the Advancement of Science. During his 27 years at the university, Gutierrez has mentored more than 200 students. He currently is director of the university’s National Institutes of Health Minority Access to Research Careers and Minority Biomedical Research Support programs.

**BORDER LIFE**

Ricardo Aguilar-Melantetzon, a Spanish professor at HACU member New Mexico State University, hosted book signings on both sides of the U.S.-Mexico border for his new trilogy on border life, “Qué es un soplo la vida” (Life is But a Breath). Aguilar, who heads the Chicano Studies Institute at New Mexico State University, is internationally known for his writing and research in Chicano literature. He was selected by the Carnegie Foundation for the Advancement of Teaching as the New Mexico Professor of the Year for 2003.

**NURSING BOARD**

Cynthia Johnson, an associate professor of nursing at HACU member California State University, Dominguez Hills (CSUDH), was elected vice president of the California Board of Registered Nursing. The nine-member board regulates the practice of more than a quarter million nurses and is responsible for implementation of the state’s Nursing Practice Act.

**Corporate Connections**

HACU and the UPS Foundation

The UPS Foundation, the philanthropic arm of the world’s largest package delivery company, presented a $20,000 unrestricted gift to support HACU’s mission and outreach.

“We are deeply grateful for this unrestricted gift to HACU, and for the continuing support of the UPS Foundation for the college and career success of the country’s largest ethnic population,” said HACU President and CEO Antonio R. Flores.

Established in 1951 and based in Atlanta, Georgia, The UPS Foundation identifies specific areas where its support will clearly impact social issues. The Foundation’s major initiatives currently include programs that support family and workplace literacy, prepared and perishable food distribution, and increased nationwide volunteerism.

“UPS and its employees have a longstanding commitment to the communities where we live and work. Philanthropy and employee volunteerism are a part of the company’s culture,” said Evern Cooper, president of The UPS Foundation and vice president of UPS Corporate Relations.

“Together with our nonprofit partners, we work to make a positive impact on the lives of people in need,” Cooper said. “UPS’s support of the Hispanic Association of Colleges and Universities signifies our shared focus and commitment to improve our communities.”

Cox Communications supports HACU

Cox Communications Inc., the fourth largest cable provider in the nation, presented an unrestricted gift of $20,000 to HACU in support of the Hispanic higher education community.

“We applaud the longstanding commitment of Cox Communications to education through its ongoing support for schools, libraries and education associations, and for bringing high-end education technology to our communities through outstanding programs such as Cable in the Classroom and Model Technology Schools,” said HACU President and CEO Antonio R. Flores.

“We are deeply grateful for the continuing support of Cox Communications for the work of HACU,” Flores said.

Cox Communications is an award-winning industry leader and full-service provider of telecommunications products to more than 6.5 million customers. Cox provides complimentary cable television service and high-speed Internet access to schools and libraries throughout its service areas, and is an active partner with national and community education organizations.
positions & announcements

lehrman college
the city university of new york

Lehrman College of The City University of New York is a public, coeducational liberal arts college with more than 90 undergraduate degree programs and a current enrollment of over 9,000 students. Lehman houses the CUNY doctoral program in plant sciences and has recently added to its curriculum a Bachelor of Business Administration degree and a Bachelor of Science degree in computer graphics and imaging. Lehman is one of only thirteen institutions nationally to be selected as an Institution of Excellence in the First College Year and the first within CUNY to receive accreditation from the National Council for the accreditation of Teacher Education.

Lehman College invites applications for the following academic departments. The position announcements, which include the statement of rank, qualifications, application procedures, and salary ranges are posted on the Lehman College web site at www.lehman.cuny.edu (link to Job Opportunities)

Please check the Lehman College website at www.lehman.cuny.edu (link to Job Opportunities) for upcoming faculty and administrative announcements. Lehman College/CUNY is an EEO/AA/ADA Employer.

Illinois Board of Higher Education
Deputy Director for Academic Affairs

The Illinois Board of Higher Education is accepting nominations and applications for the position of Deputy Director for Academic Affairs. The Board provides state-level coordination for Illinois' 12 public university campuses, 48 community college campuses, and 120 private institutions and works with the Illinois Community College Board and the Illinois Student Assistance Commission. The Board's statutory responsibilities include master planning, budget development, program approval and review, development of information systems, and administration of grant programs. For additional information on the Board, please consult the home page at www.ibhe.org.

The Deputy Director for Academic Affairs has responsibility for leading and coordinating academic affairs for Illinois higher education, and with other senior staff, assists in meeting the Board's overall policy development. The Deputy Director develops statewide policies and processes and coordinates activities while working in association with internal and external higher education constituencies. The Deputy Director reports to the Executive Director and is responsible for program approval and review processes, communication with campus leadership, the development and implementation of the Board's academic policies, statewide coordination activities, and academic information systems. The Deputy Director for Academic Affairs coordinates the work of professional staff and coordinates activities with other Deputy Directors and the Executive Director.

Qualifications for this position include: an earned doctorate; extensive experience in higher education administration at campus, system, and/or coordinating board levels; understanding of higher education policy issues; and strong communication, problem-solving, and interpersonal skills.

Nominations and applications should include a cover letter addressing the listed qualifications, a detailed resume, three references who can attest to the successful completion of comparable work, and two relevant writing samples. Review of applications will commence on March 15, 2004. Nominations and applications should be sent to:

Linda Oseland
Illinois Board of Higher Education
431 East Adams Street, Second Floor
Springfield, IL 62701-1418
oseland@ibhe.org

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